WORKING TOWARD INCLUSION: PROFESSIONALIZATION OF NON-TEACHING STAFF IN K-12 CHARTER SCHOOLS

by
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Abstract

Research in K-12 education often emphasizes the roles of teachers and school leaders and how these individuals influence student learning. The focus of this dissertation, in contrast, emphasizes the role of non-teachers who serve as support staff. It is estimated that there are over three million public school employees in the United States who serve in non-teaching roles (Richmond, 2014). Given the magnitude of this segment of the workforce and the vast responsibilities these employees uphold, it may be valuable for organizational leaders to consider the role of non-teaching staff and how to develop those who serve in these roles. The context of this study is a growing K-12 charter school network with a unique approach to combining support staff jobs into one role – the Teaching Fellow. A review of literature examined studies in organizational theory, sociocultural learning theory, charter schools, and the role of support staff in educational organizations. Concepts from these areas of research were utilized to frame a needs assessment. A needs assessment was conducted to determine the needs of non-teaching staff within the school organization for this research. The needs assessment investigated the perceptions of school support staff with regards to school culture, job responsibilities, and organizational structure. It revealed that support staff members had disparate views of organizational structure, frustrations over their role, feelings of isolation, and lack of opportunities to develop. The subsequent intervention study sought to explore how professional development may influence the Teaching Fellows' levels of self-efficacy, sense of self-concept, and feelings of inclusion in the school community. An analysis of studies in professional development, self-efficacy, and self-concept supported the intervention research questions and framework. The intervention included a program of

professional learning workshops and reflection sessions. One school site served as a control group and participants received no professional development, and a second school site served as the treatment group and participants engaged in workshops and reflection discussions for four months. A survey that included a teacher efficacy scale, a general self-efficacy instrument, and open-ended prompts was given to participants before and after the study. Interviews with participants from both sites were conducted at the end of the study to provide additional qualitative data. This mixed-methods, quasi-experimental study approach offered several insights as to the experiences of the Teaching Fellows and how professional development may impact levels of self-efficacy, self-concept, and inclusion in the school community. The study highlights the challenges of analyzing self-efficacy and self-concept in individuals, but the findings also demonstrate the value of professional development and its influence in building connections amongst employees. The outcomes of this study show the complexities of professionalization of non-teaching staff and the potential for school leaders to strengthen employees' skills, knowledge, and the school community by having a strategic approach to professional development.

Disclaimer: To protect the identity of the school organization, a pseudonym (VVL Academy) will be used. Names of participants and potential identifiers have also been modified to provide confidentiality to those involved in this research.

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Chapter 1: Introduction of Problem of Practice

Overview of the Problem of Practice

Organizational strategy represents a carefully-designed plan to guide the actions and relationships of organizational members to achieve shared goals. In education, strategy affects policies, procedures, and the roles of educators, in order to have a positive impact on student achievement. Demands for higher standards in education in recent decades have led to federal legislation aimed to increase accountability for teachers and administrators (National Commission on Excellence in Education, 1983; NCLB, 2002; U.S. Department of Education, 2014a). As a result, many schools have adapted curriculum to high-stakes testing, adjusted organizational structure, and have adopted new approaches to teaching and learning. Organizational research has shown the importance of strategic alignment in ensuring all stakeholders understand and support the vision and mission of the organization (Crews, 2010; Kaplan & Norton, 2004). Furthermore, organizational theory demonstrates the influence of culture and social dynamics on organizational productivity and success (Freeman, 1984; Lewin, Lippitt, & White, 1939; Likert, 1961; Mayo, 1933; Tajfel & Turner, 1979; Waterman, Peters, & Phillips, 1980). Despite these critical foundations, much of the literature on school reform, culture, and strategy is limited in addressing non-teaching staff as stakeholders (American Federation of Teachers, 2002; Conley, Gould, & Levine, 2010; McKenzie, 2009; Welch & Daniel, 1997). School organizations are typically comprised of both teaching and non-teaching staff, with various subsets or categories of non-teaching staff, depending on the type of school. Since much research is devoted to teaching staff, a major challenge for school leaders is how to provide intentional leadership and

supervision for non-teaching staff members. Including non-teaching staff members into organizational strategy may have the potential for: (a) improving school culture by galvanizing shared beliefs, attitudes, and practices amongst staff members, (b) increasing employee engagement by communicating clear expectations and purpose in job responsibilities, and (c) promoting quality in the work environment through a cohesive organizational structure. This study will examine the role of a specific type of non-teaching staff for a K-12 charter school organization, with the goal of professionalizing the role of these valuable employees.

Context for the Problem of Practice

Describing the context of a study is vital for framing the research and identifying factors that may affect causal relationships (Schutt, 2012). The context of this problem of practice is unique; therefore, it is necessary to describe the type of organization and stakeholders involved. VVL Academy Charter Schools is an expanding chain of charter schools that has continuously adapted its organizational strategy and structure in recent years. The network of charter schools began in the late 1990s with a single campus of 50 students in Arizona, and the acronym, VVL Academy, stands for Veritas Vos Liberbit (T. Falls, personal communication, June 20, 2014). Since then, the charter management organization, VVL Education, was created to manage the division of charter schools, as well as newly formed private school division. As of 2015, there were 21 schools managed by VVL Education, including 18 charter schools and 3 independent schools. At the start of the 2015 school year, there were roughly 14,000 students enrolled in the entire VVL Academy school system. Figure 1 offers an overview of the racial and ethnic demographics of the student population by percentages.

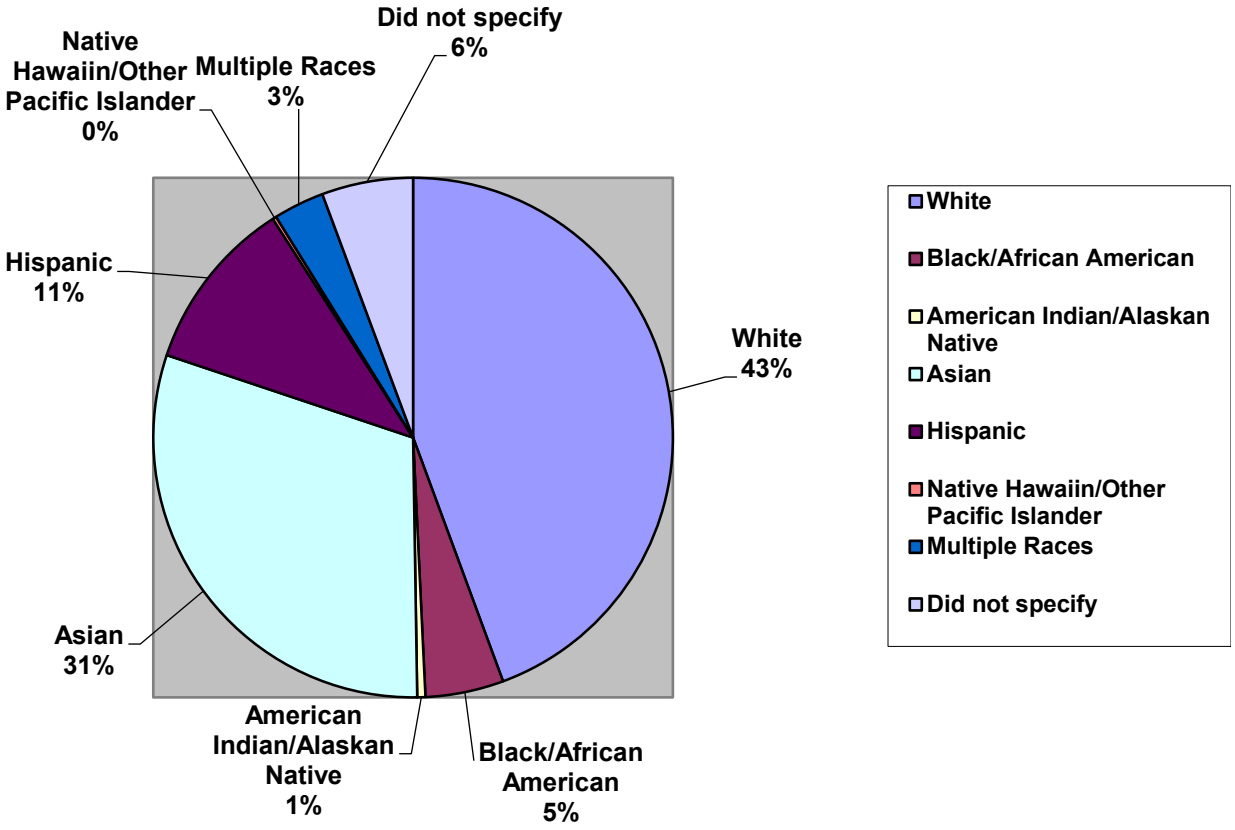

Figure 1. Student Demographics. This figure illustrates the racial and ethnic demographic data of the student body for the entire VVL Academy network at the start of the 2015 school year.

In addition, the network employs 1,325 teaching and non-teaching staff members at the school-site level. Future plans for growth have not been formally published, but senior leaders have indicated additional campuses will launched both charter and private divisions to double the organization's size in the years to come (T. Falls, personal communication, June 20, 2015). As the company grows, it will be critical that all stakeholders are aligned to its mission and vision to reinforce organizational culture, support goals for student learning, and ensure consistent performance in all schools.

Key Stakeholders

As with many school organizations, there are several ways that personnel are categorized in the VVL Academy network. Non-teaching staff at the school-site level include administrators, coordinators, specialists, and Teaching Fellows. The primary stakeholders in this study are the non-teaching staff that serve in a Teaching Fellow position at VVL Academy. This population, formerly known as "support staff" in VVL Academy Charter Schools, has traditionally not been considered in organizational strategy, even though these non-teaching staff members frequently interact with students and take on a combination of roles in the schools such as campus monitor, after-school care worker, front office assistant, attendance clerk, substitute teacher, and parking lot monitor. This population has been affected by changes in organizational structure and roles in the past three years. A decision by VVL Academy senior management shifted the role of support staff, who were previously part-time employees, to a full-time position titled "Teaching Fellow," and the responsibilities of the position included additional duties as an assistant to teachers. The purpose of this shift was to have more assistance for classroom teachers, to train Teaching Fellows to eventually become teachers, and to improve services for students (C. Smith, personal communication, June 20, 2014). The challenge for school leaders is in how to accomplish organizational goals to make this transition effective and to maintain quality and consistency amongst all school campuses. The goals for this change initiative are general, but the specific processes and policies to be implemented to guarantee success have yet to be formed. How can Teaching Fellows be developed to eventually take on either teaching positions or administrative positions? How will future Teaching Fellow positions be filled as personnel move into new roles?

By establishing a strategic, structured approach that directs the communication, expectations, and goals for Teaching Fellows, school leaders will be empowered to facilitate a positive, effective method for supervising and developing non-teaching staff members. An authentic leadership approach based on strategy will provide greater transparency amongst staff members, clarity in defining roles, opportunities for staff members to develop professional competencies, and it will strengthen school community as non-teaching staff members are integrated into school culture and the vision of the organization. Professionalization of non-teaching staff members is an opportunity to transform the VVL Academy Charter Schools organization by improving the work environment for these employees and through building employees' knowledge and skills to further advance the quality of programs for students.

Literature Review

Exploring the relevant literature for this problem of practice provides insight for school leaders in the areas of organizational theory, operational challenges, and perceptions of the workforce. The review of literature is organized by the following factors and variables related to this study: (a) theoretical frameworks, (b) charter school growth, (c) the role of non-teaching staff in K-12 schools, (d) school culture, (e) perceptions of job responsibilities, (f) organizational structure, and (g) employee engagement.

Theoretical Frameworks

Organizational theory. Organizational theory is applicable to the field of education and to the problem of stakeholder alignment with organizational culture and operational practices. Organizational theory is the study of organizations and their

members, and depending upon the framework used, organizational theory can reveal insights about human behavior, social dynamics, and the environment within organizations, as well as the interaction between organizations and society (Lounsbury & Ventresca, 2003). Organizational theory tends to "borrow" concepts from other academic disciplines such as sociology, psychological, anthropology, and economics (Lounsbury & Ventresca, 2003; Oswick, Fleming, & Hanlon, 2011). Since organizational theory covers a broad spectrum of research and disciplines, it is necessary to focus on a few key concepts from this branch of research that emphasize emotional and social aspects of human behavior in organizations. Critical concepts from organizational theory give a foundation for understanding the nature of this problem of practice in professionalizing the role of non-teaching staff, because emotional and social relationships can have a dynamic impact on the culture of a school. Mayo (1933) conducted the renowned Hawthorne Studies, which examined factors that affect employee performance, and he developed the concept of Human Relations Theory. It was found that social factors and social groupings within the workplace often had a stronger influence upon the workers than external factors such as financial incentives and demands from supervisors (Mayo, 1933). Other related studies found that the individual's participation in group decision-making processes contributed to satisfaction and higher group achievement (Lewin et al., 1939). These analyses of social grouping and norms in the workplace can contribute to educational research in school reform, because the value of stakeholder relationships and structures of the organizational environment are applicable to school settings. Social relationships of stakeholders may influence identity, beliefs, and practices that comprise organizational culture (Schein,

2010). Schools are a blend of social, political, historical, and economic structures. The application of studies in organizational theory to education offers an opportunity for school leaders to analyze the social dynamics, roles, and emotional environment their employees face. By analyzing these factors, school leaders can better understand how social structure impacts employee engagement and performance. For the given problem of practice, the role of the Teaching Fellows was examined in terms of structure, perceptions, interactions with other stakeholders, and engagement. This information was used to understand the current state of the organization and to identify aspects of the Teaching Fellows' position and experiences that could be enhanced to support their professional needs.

Socio-cultural theory. In a similar thread of research, socio-cultural theory is another framework that may guide the actions of school leaders in developing staff members and structuring academic programs for students. Developed by Vygotsky (1978), socio-cultural theory emphasizes the importance of social interactions, culture, language, and the construction of knowledge through individual internalization and social collaboration. Vygotsky (1978) introduced the idea of "zones of proximal development" as "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with peers" (p. 86). This learning theory is valuable for analyzing how the professional growth of employees can be strategically supported to enhance the skills and knowledge of the school workforce. Extending these concepts, the idea of "communities of practice" implies that building knowledge and the learning process in organizations requires social participation, consideration of identity

development, and shared practices (Lave & Wenger, 1991; Wenger, 1998). Educators may utilize these concepts in the creation of curriculum and the structure of the learning environment. Additionally, school employees may experience elements of socio-cultural learning theory every day through their social interactions, which contribute to culture, context, and the professional learning process. Studies of the application of socio-cultural theory to educational institutions have shown potential for enhancing teacher development programs (Kelly, 2006; Peck, Gallucci, Sloan, & Lippincott, 2008), organizational learning and change, (Gallucci, 2007; Herrenkohl, 2008) and district-wide reform (Gallucci, 2008; Knapp, 2008). The next chapter will describe an assessment of perceptions of non-teaching staff members toward organizational culture, environment, and social factors to demonstrate evidence of and/or potential for applying socio-cultural theory to VVL Academy Charter Schools' leadership strategy. Socio-cultural factors of the work environment affect the experience of non-teaching staff members, and exploring their perceptions of these factors contributed to the identification of interventions that can strengthen the knowledge, skills, and commitment of this part of the workforce.

Charter School Growth

Examining the nature of charter schools and their growth as underlying factors for this problem of practice provides contextual support to frame key constructs of this study. Public education in the U.S. is an ever-evolving institution that exemplifies both the opportunities and challenges that come with change. School reform has been a primary topic in the rhetoric on public education in recent decades. The National Commission on Excellence in Education's (1983) report, *A Nation at Risk,* sparked calls for reform in increasing standards in education and accountability for educators. Legislation and

incentive programs that followed, such as the No Child Left Behind Act of 2001 and the Race to the Top Fund, promoted standards-based reform and required school leaders to rethink curriculum, testing, school structure, and academic programs, in order to comply with the law and provide a quality education for students (NCLB, 2002; U.S. Department of Education, 2014a). In response to the demands for education reform and the need for greater flexibility, the emergence of charter schools has created competition in the marketplace of education as charters present an alternative to traditional public schools (Murphy & Shiffman, 2002). Charters receive public funding to operate and are accountable for meeting state standards but have greater freedom and flexibility with regards to hiring practices, curriculum and instruction, and structure (Murphy & Shiffman, 2002). Though flexibility is ideal for many schools in avoiding bureaucratic red tape, it can also create problems if no structure or organizational strategy governs the stakeholders involved in school operations. Charter schools may benefit from latitude in managing employees, but this latitude may result in disorganization or the neglect of certain staff members, such as non-teaching staff, in weighing their role in school operations and policy.

Another issue that can arise in the charter school market is the pressing need to recruit students and to expand. Popular charter schools fill a need for families seeking an alternate to traditional public schools, and the pressure to expand not only comes from the consumers but from economic incentives from foundations and government entities that are willing to invest in charter schools (Farrell, Wohlstetter, & Smith, 2012; NCSRP, 2007). Some of the pitfalls that charters face in the attempt to expand are political risk, quality control, client acquisition, staff shortages, and financial struggle (NCSRP, 2007).

Lake, Dusseault, Bowen, Demeritt, and Hill (2010) highlighted the challenge of transferring cultural norms of a school organization to new campuses in charter networks and recommended the use of veteran school leaders in starting new campuses in order to ensure quality control and transfer of culture. These common challenges for charter school organizations may be relevant to VVL Academy Charter Schools as it continues to expand. Without a formal approach to professional development, it may be difficult to transfer the ideals of VVL Academy culture to new campuses as the organization grows. It will be important for the organization to find a balance in pursuing school growth and in maintaining quality in professional practice. To further understand the context and related factors to this problem of practice, the next sections include a review of literature on the role of non-teaching staff in K-12 schools and how the role of Teaching Fellows at VVL Academy has been constructed. An additional analysis of literature on school culture, job responsibilities, organizational structure, and employee engagement will also be presented as key constructs for studying this population through the needs assessment.

Non-Teaching Staff in K-12 Schools

Defining non-teaching staff in K-12 education is complicated, since there is a plethora of responsibilities assigned to this population and a number of ways in which these positions manifest. Non-teaching staff, also known as classified staff, non-certified, paraprofessionals or support staff, may include campus monitors, lunchroom workers, custodial and maintenance staff, office assistants, special education aides, library assistances, IT personnel, and after-school program workers (American Federation of Teachers, 2002). Given the diversity of forms that non-teaching staff positions may take, it is necessary to investigate what studies exist that examine this role. An identification

of how the role of non-teachers is operationalized in education, how VVL Academy defines the role of Teaching Fellow, and how key components of this role relate to non-teaching roles in other organizations will offer support in understanding the value of this position.

Studies of Non-Teaching Staff. As previously mentioned, there are a limited number of empirical studies concerning non-teaching staff in the literature on education (American Federation of Teachers, 2002; Conley et al., 2010; McKenzie, 2009; Richmond, 2014; Welch & Daniel, 1997). Researcher Matt Richmond (2014) asserted that the number of non-teaching staff in the U.S. between 1970 and 2001 grew by 130% and that the "widespread obliviousness to this topic is evident in today's woefully inadequate data" concerning non-teachers (p. 4). Nevertheless, a few specific examinations may shed light on this role and its relationship to other school employees.

Some studies have focused on classifying and understanding the volume of non-teaching personnel in U.S. schools. Conley et al. (2010) identified and compared three types of support personnel - school custodians/janitors, school secretaries, and paraprofessionals in special education - and indicated that research on supervision of these groups is scant and there is a need for looking at best practices for training and developing different types of employees based on their job responsibilities. Richmond (2014) offered a more expansive study comparing groups of non-teaching staff in schools across different states and established seven major categories for classifying non-teaching staff:

1) Teacher Aides: Staff members assigned to assist a teacher with routine activities associated with instruction;

2) School Administration: School administrators (principals and assistant principals) and administrative staff;

3) Student Support Staff: Staff that "nurture" students but do not provide or directly support instruction (psychologists, speech pathologists, etc.);

4) Guidance Staff: Guidance counselors;

5) Library Staff: Librarians and library support staff;

6) Instructional Coordinators: Staff that supervise instructional programs (curriculum coordinators, home economics supervisors, etc.);

7) "Other" Staff: Staff not included in another category (custodians, food service staff, etc.)" (p. 21).

In addition to these studies, there are some specific research studies that examine non-teaching staff within particular contexts and their relationship to other school personnel and student support. For example, Butt and Lance (2005) analyzed a school reform program in England that involved job restructuring and personnel management. The findings of this study implicated that efforts to restructure, clarify, and expand the job responsibilities of support staff and training of teaching assistants could lead to decreased workloads for teachers, greater respect between teachers and support staff, and more effective working practices for support personnel (Butt & Lance, 2005). Though the context is different and the focus of the support staff role in the study was entirely on teaching assistance, the findings may offer guidance in shifting the role of Teaching Fellows at VVL Academy to provide more support for classroom teachers. Another study, by Schmitt and Duggan (2011), found that support staff in community colleges may have a positive impact upon student retention, since support staff are able to build

relationships with students by offering individual support, by providing students with useful information for overcoming obstacles in their studies, and by connecting with students in a way to hold them accountable for their learning. Finally, small case studies examining the role of non-teaching staff in supporting students with disabilities have given insights as to how specific training can enhance instructional skills of these employees (Schepis, Ownbey, Parsons, & Reid, 2000) and build a more inclusive school environment (Burton & Goodman, 2011). The studies highlight the value of non-teaching staff in helping students and in building the school environment. Support staff can play an essential role in improving school tasks and culture by creating a positive environment (American Institutes for Research, 2014). To further understand the complexity of the non-teaching role, it is also necessary to delineate how this role is communicated and designed in the VVL Academy Charter Schools organization, and how comparable roles in other organizations are developed.

Definition of the Teaching Fellow Role. Defining the role of the Teaching Fellow is essential in order to understand the primary stakeholders of this study and to understand the current expectations for what this role should be. The following definition of the Teaching Fellow role is offered:

> A Teaching Fellow is a paraprofessional, support staff member who helps with any student-related problems and concerns. Teaching Fellows work side-by-side with students and teachers. Their role is dynamic and prominent on campus in daily operations and in building culture. Teacher Fellows partner with faculty and school leaders to acquire a comprehensive knowledge/understanding of the

school, with the goal of transitioning into instructional, clerical, or administrative roles. (C. Smith, personal communication, June 20, 2014)

Key job responsibilities of Teaching Fellows as defined by the organization may include any combination of the following:

- Manage student behavior to ensure safety and order;
- Campus security and emergency assistance;
- Assistance for classroom teachers;
- Substitute teaching;
- Support student learning either one-to-one or in small groups;
- Track student progress when assigned;
- Provide assistance as assigned for students with special needs;
- Communicate and build trust with parents/guardians;
- Test proctoring;
- Supervise students during lunch and in after-school programs;
- Help to coordinate academic and/or recreational programs;
- Assist with other tasks, which may include registration and enrollment, front office support, curriculum service, or health-related tasks.

(C. Smith, personal communication, June 20, 2014)

It is critical to review the expectations and array of responsibilities that are stated for the Teaching Fellow position in the context of this study. It is unlike most other classifications of non-teaching staff that were cited earlier. The U.S. Department of Education (2014b) defines support staff as "staff members whose activities are concerned with the direct support of students and who nurture, but do not instruct, students," and yet

this role in the VVL Academy model incorporates aspects of support and aspects of instructional responsibility through substitute teaching and assisting classroom teachers. Also, it is expected that Teaching Fellows will have the capacity to move into teaching positions in the future. Since the expectation is that Teaching Fellows will become proficient in both instructional and non-instructional domains of the school, it is worth examining how similar roles in other organizations can be connected to the goal of professionalization and development of the Teaching Fellow position.

Connection between Teaching Assistants and Teaching Fellows. Teaching Assistants or Teacher Aides are positions in both K-12 and higher education that offer instructional support in classrooms. Richmond (2014) indicated that teacher aide positions account for the largest increase in non-teaching personnel in recent decades. Though empirical studies of non-teaching staff in general may be scant in educational research, there are a few examples of studies involving teaching assistants that can be utilized to inform this problem of practice. Jolly and Evans (2005) conducted a case study on job-embedded training for elementary school teaching assistants as a means for raising their levels of instructional expertise. This study used qualitative sources to show the positive effects of encouraging collaboration between teachers and teaching assistants in professional learning teams (Jolly & Evans, 2005). Another K-12 school study, by Burgess and Mayes (2007), examined feedback from classroom mentor teachers regarding development for teaching assistants and indicated that teaching assistants have a complex role as both workers and learners when being mentored through their organization for professional growth. The challenges of finding time during the work day for reflection and the relationship between the teacher and teaching assistant as a

sociocultural factor are relevant for consideration in the professional learning of teaching assistants (Burgess & Mayes, 2007). The role of teaching assistants in research is more often contextualized in higher education settings. A number of studies state the need for closer examination of teaching assistants in higher education and that formalized training and development is needed to improve instructional effectiveness (Kost, 2008; Shannon, Twale, & Moore, 1998; Speer, Gutmann, & Murphy, 2005). One study demonstrated that training of teaching assistants led to greater levels of self-efficacy (Prieto & Meyers, 1999). Speer et al. (2005) noted that there is a vast body of research pertaining to K-12 teacher preparation, but that studies on the role of teaching assistants in higher education are just starting to be considered. Making use of what exists in K-12 teacher development research could be beneficial in informing the framework for developing teaching assistants for colleges and universities (Speer et al., 2005). It is important to reiterate that the role of teaching assistant is just one of many aspects of the Teaching Fellow role in VVL Academy Schools. The aforementioned studies of teacher assistants in K-12 and higher education demonstrate the need for training and development for teaching assistants, the challenges facing teaching assistants in balancing workplace tasks with professional learning, and the influence of relationships between the mentor teacher or professor and the teaching assistant. These factors further support the need to examine the role of non-teaching staff and to identify how the professional needs of this population can be served by school leaders. Because of the complex nature of this role and the social dynamics that impact school organizations, it is useful to look at how literature on school culture, job responsibilities, organizational structure, and employee engagement may be used to inform the study of Teaching Fellows.

School Culture

School culture is a complex, multi-faceted construct that connects members of a school community. School culture is the embodiment of shared beliefs, values, and norms of individuals within an educational organization (Caposey, 2013; Cowley, Voelkel, Finch, Meehan, & Appalachia, 2005; Hoy, 1990; Maslowski, 2005; Peterson & Deal, 2002; Van Houtte & Van Maele, 2011). Studies in organizational culture offer a multitude of definitions and conceptualizations. Peterson and Deal (2002) asserted, "Culture comprises the deeper, more difficult to identify elements such as norms and values, as well as the more visible features such as rituals and ceremonies" that are evident in organizational practices (p. 21). Similarly, Schein (2010) categorized culture in terms of three levels --- artifacts, beliefs and values, and underlying assumptions. These definitions provide domains to describe aspects of culture, but how is culture formed? The ways in which individuals within a group interact, adapt to change and translate a similar way of doing, thinking, and processing forms group culture (Schein, 2010). Context and individual perspective may influence the perception of and participation in culture. Hofstede (1984) described culture as a collective form of thinking that separates or categorizes groups of people. This notion indicates that there are shared cultural beliefs or values that unite all members in an organization, as well as cultural facets that are shared by fewer members that form a sub-culture. School leaders may help to shape the culture of a school, but all stakeholders play an active part in reinforcing the norms and shared beliefs of the organization and its sub-cultures. Examining perceptions of school culture may promote greater understanding of the actions of non-teaching personnel, their willingness to support or resist change, and their

motivations. Alignment of all employees to school culture would be evident if all share the same beliefs, attitudes, and values toward the school, and if the actions of all members work to support shared beliefs. In considering the needs assessment, it will be helpful to understand how Teaching Fellows perceive school culture and their role within the organization, because this may impact their level of engagement and participation as members of the school community.

Culture can be deeply-rooted for school employees, and it may affect their ability to support change and their level of commitment. An eight-year case study by Connolly, James, and Beales (2011) highlighted the dimensions of external reality, organization, process, interpretations, and competing sub-cultures, and revealed that culture can impact the ability for a school organization to change. The complexities of school culture include non-discussable topics and values that are rooted, and therefore, influence members to resist change (Barth, 2002). Entrenched cultural values may inhibit school employees from making changes that could benefit the school community, if employees perceive that change initiatives are at odds with the preferred or traditional way of doing things. Additionally, the structure of the school environment and the personal values of employees may affect the perceptions of culture and the level of commitment to the school. A study of value orientation and level of commitment in elementary versus high school teachers indicated that values of members that emphasized shared behaviors and group experience were closely tied to high levels of commitment to the school (Shaw & Reyes, 1992). Considering school culture's influence on employee commitment and adaptability to change has important implications for school leaders. Because culture is interwoven with behaviors, adaptability, and level of commitment to the school, school

leaders can benefit from assessing how current staff members perceive school culture. Gauging perceptions of school culture may reveal gaps between the employees' concept of culture versus the stated ideals of organizational culture at VVL Academy Charter Schools. Understanding how employees view their ability to shape school culture in comparison to how they view other stakeholders' roles in shaping school culture may also indicate their sense of connection and value as part of the school organization. Examining school culture may also provide insight as to what practices support school culture and what prevents or inhibits participation in school culture. Involving all stakeholders, including non-teaching staff, in shaping the culture of the schools could reinforce organizational commitment and motivation to uphold the established values and practices of VVL Academy Charter Schools.

Perceptions of Job Responsibilities

Job responsibilities and status. Job responsibility refers to the tasks and processes assigned to a group of members in a work organization. How employees perceive their job with regards to tasks, structure, and status may impact their behaviors and level of engagement. This construct relates to organizational theory in that it factors into the social dynamics of the workplace and can affect the environment of the workplace. An individual's social identity within an organization may be based on the types of tasks assigned and the members that are assigned similar tasks (Tajfel & Turner, 1979). As an individual self-categorizes and participates with an "in group," their perceptions of the work environment and behaviors may be biased toward that group (Tajfel & Turner, 1979). School leaders as supervisors can influence the groupings of employees and how status is conveyed to them through social interactions and assigned

tasks. Humphrey (1985) examined how subordinates may base evaluations of fellow co-workers and managers on perceived status and on high-level versus low-level tasks. It was found that organizational factors generate biases about the information that members have about each other, and cognitive and motivational factors influence how members perceive others' ability to effectively accomplish tasks (Humphrey, 1985). These studies focus on the significance of identity in the workplace and how status is built through social interactions. Perceptions of job tasks and responsibilities may affect perceptions of status and biases within the workplace. For non-teaching staff in VVL Academy Charter Schools, the perception of their job responsibilities may indicate how they perceive their role and status within the organization, which may ultimately impact their social interactions with other stakeholders and their behaviors.

Job responsibilities and organizational environments. The environmental structure of the organization may also influence employees' perceptions of job responsibilities. Studies have shown that the structure, or lack thereof, in the organizational environment can positively or negatively affect the employees' attitude toward their job and their level of job satisfaction (House, 1971; Newman, 1975). School leaders seeking to improve employee performance through the organization of the environment should establish a clear definition of job responsibilities and seek to balance the flexibility, autonomy, and structure in the school environment (Shannon & Bylsma, 2004). Supervisors have control as to how they communicate expectations and assign responsibilities to provide structure for the workplace. To augment job structure, school leaders must consider aspects of job development, training, and evaluation. Structuring job responsibilities and processes within the work environment could strengthen job

satisfaction of non-teaching staff members, which may enhance their commitment to the school community and desire to continue working with the organization. Lack of structure in establishing job responsibilities for non-teaching staff could prove to be a de-motivating factor that leads to lack of commitment or dissatisfaction.

Job responsibilities and individual attributes. A third factor that influences employee perceptions of job responsibilities is personal, psychological attributes. Employees may engage or disengage from the organization and their tasks based on whether or not they find meaning in the work, if the tasks are safe for them to do, and how available they are to complete the tasks (Kahn, 1990; May, Gilson, & Harter, 2004). The literature on employee engagement and personal attributes has critical implications for school leaders. Each individual has a unique background and prior experiences that affect their approach to the work environment. It may be difficult to identify all psychological factors or personal attributes that influence perceptions of job tasks, but understanding that these factors play a role in the employees' commitment to the organization is important for school leaders to take into account. Personal attributes may affect job perception, so supervisors may benefit from getting to know employees' backgrounds and to identify what motivates them. Also, constructing and communicating job responsibilities should be done with the concepts of purpose, safety, and availability in mind, as these factors contribute to employee engagement (Kahn, 1990). Utilizing this knowledge of social identity, environment structure, and personal attributes, VVL Academy Charter Schools' leaders may gain valuable insight from understanding employee perceptions of job responsibilities and be able to make adjustments for controllable variables to increase job satisfaction and commitment of

non-teaching staff members. School leaders must engage in two-way communication with non-teaching staff members in order to better understand the perceptions of the employees toward their job tasks and to create an open dialogue for meaningful exchange of ideas and concerns.

Organizational Structure

Organizational structure consists of the roles, status of members, work flow, and order within the school. The literature on organizational structure demonstrates the complexity of organizations as researchers may use economic, sociological, or anthropological disciplines to define and describe structure and its impact upon members. Structures may emphasize formal rules and procedures as bureaucracies, or focus on personal, communal experiences through social interactions (Lee, Bryk, & Smith, 1993). Danielson (2002) defined organizational structure as how resources are arranged and utilized to have maximum impact on student learning. This suggests an economic approach to defining structure as it emphasizes transactions and resources. Ouchi (1980) illustrated the power of social interactions between members of an organization and that decreasing ambiguity in jobs and establishing shared goals can have a positive impact upon organizational health. This idea of shared goals and beliefs highlights the importance of culture within the organization and incorporates sociological factors into research on organizations. Application of organizational structure research to school environments often emphasizes social dynamics, culture, and how structure may empower the workforce (Peterson & Deal, 2002; Sinden, Hoy, & Sweetland, 2004). For instance, school structures that are "enabling" facilitate collaboration amongst workers, support innovation and flexibility, encourage problem-solving and cooperation, and value

differences between individuals (Sinden et al., 2004). The way in which school leaders structure the environment, express levels of status, and provide opportunities for collaboration and growth for employees may impact the success of the school. Assessing the perceptions of Teaching Fellows toward organizational structure will demonstrate how their perceptions align or do not align with the goals and the conceptualized, ideal structure of the organization. In using the information from the needs assessment study, school leaders may examine what elements of structure must change to strengthen the engagement and inclusion of Teaching Fellows in establishing a unified school culture. Including non-teaching staff in the organizational structure and strategy through collaboration and development may increase their level of engagement in the organization and strengthen school culture.

Employee Engagement

Employee engagement in school organizations is essential. Kahn (1990) defined engagement as "the harnessing of organization members' selves to their work roles" and that "in engagement, people employ and express themselves physically, cognitively, and emotionally during role performances" (p. 694). Engagement or disengagement is a component of attitude that influences behaviors (Kahn, 1990). The level of engagement of the non-teaching staff affects their job performance in providing services for students, which affects the learning environment of the school. At VVL Academy, non-teaching staff interact frequently with students and parents each day in monitoring the campus, substitute teaching, academic coaching, and operating the after-school programs. Their level of engagement and commitment to their work must be high in order for them to provide proper care for students and customer-service to parents. Having a greater sense

of purpose or meaning in the work can influence the behavior of individuals or groups of employees to provide a service-oriented culture, whereas lack of meaning may result in higher levels of cynicism and disengagement (Holbeche & Springnett, 2004). In assessing the needs of Teaching Fellows, school leaders can begin to consider how they contribute to the employees' engagement in their job tasks and in social interactions with others in the school community. The path-goal theory of leadership suggests that the actions of leaders should vary with situational context in their efforts to guide their subordinates to achieve personal and organizational goals, which result in higher levels of satisfaction and motivation (House, 1971). In examining leadership styles, authentic leadership involves self-awareness, ethics, transparency, and balanced-processing, and it has been shown to have positive correlations with employee engagement and altruistic behaviors (Tonkin, 2013). The level of engagement of school employees depends upon a multitude of variables including structure of tasks, developing a sense of meaning and identity at work, and leadership styles. Employee engagement is linked with school culture, job responsibilities and structure, and it is an area for school leaders to reflect upon as they define and refine organizational strategy to improve the work environment and focus on talent development.

Statement of Problem and Objectives

Strategy signifies a plan for an organization to achieve goals. In order to navigate the challenges posed by rapid expansion and organizational re-structuring, charter school leaders must consider how all staff members are involved as stakeholders in organizational strategy. Traditionally, there have been limited empirical studies focusing on the needs and development of non-teaching school staff members (American

Federation of Teachers, 2002; Conley et al., 2010; Richmond, 2014; Welch & Daniel, 1997). Synthesizing key concepts from organizational theory and socio-cultural learning theory can serve as a guide for school leaders in developing a strategy for strengthening the skills and knowledge of all school employees and for promoting a positive, structured work environment that supports school culture. The shared beliefs, practices and attitudes that comprise culture, the perception of job responsibilities, and organizational structure are variables that affect employee attitudes, engagement, and ultimately, job performance. Support for non-teaching staff to develop skills and collaborate with other key stakeholders has potential for enhancing quality control in school programs by improving employee alignment to school culture, vision, and best practices.

In VVL Academy Charter Schools, non-teaching staff members are expected to serve in a variety of roles, but their primary job responsibilities are shifting to include activities that offer direct support to academic faculty. This transition affects social dynamics between staff members within the schools and the processes involved in the daily operations of the schools. To ease this organizational transition, school leaders must develop a strategy for professionalizing the role of Teaching Fellows that will promote quality in school programs and collaboration in the workplace. Examining the perceptions of non-teaching staff toward school culture, job responsibilities, and organizational structure, as well as the perceptions of supervisors of the role of non-teaching staff, will enable leaders to better understand the nature of this problem of practice and to develop an organizational strategy to address the problem. This assessment and strategy must take into account the expressed needs of non-teaching staff members in terms of their professional growth and development in order to effectively

provide an improved working environment and support their work with students, parents, and teachers.

Study Objectives

The next chapter describes the needs assessment conducted for this problem of practice. The primary objectives of this exploratory needs assessment study were: (a) to expand existing knowledge and understanding of the roles of non-teaching staff in terms of school culture and operations, (b) to assess the needs of non-teaching staff members for professional growth through an analysis of employee perceptions of school culture, job responsibilities, organizational structure, and their identification of professional needs, and (c) to provide insight as to potential strategic approaches for including all staff members into school vision and culture to improve school programs.

Chapter 2: Needs Assessment

Context of Study

Description of the Context

The setting of the problem of practice is within public charters schools in the VVL Academy Charter Schools network. VVL Academy Charter Schools is a 501(c)3 non-profit organization that holds the charters for VVL Academy charter schools that participated in the study. VVL Education is an educational management organization that is contracted by VVL Academy Charter Schools to operate and manage all charter schools and independent schools. In providing educational services and support for the charter schools, VVL Education manages: facilities, human capital, leadership training and management, teacher professional development, student recruitment, information technology, legal and regulatory compliance, accounting and purchasing, board facilitation, and public relations and marketing.

The location of the three schools selected for this study was within the state of Arizona. At the time of the needs assessment study, Site 1 had 842 students enrolled in grades K-6, Site 2 had 867 students enrolled in grades 5-12, and Site 3 had 642 students enrolled in grades 5-12 in the spring of 2014. Site 1 was the first school established in the organization in the late 1990s, and Site 3 was the third school, established over a decade later, which served as a catalyst for the rapid expansion resulting in the number of campuses quadrupling within four years. In the 2014-2015 school year, Site 3 expanded grade levels offered to include grades K-12 with over 1,200 students enrolled. All three schools are tuition-free, public charter schools with open enrollment for students from any district in the area. There is no extant data regarding non-teaching staff within the

VVL Academy Charter Schools system; however, there was an estimate of 90 non-teaching staff members across the 12 school campuses in the 2013-2014 school year (personal communication, R. James).

Target Audience

Primary stakeholders for this study included non-teaching staff members and school-site managers for K-12 charter schools. As stakeholders in the school community, non-teaching staff members interact with students, parents and other staff members; yet it seems that they are often underrepresented when it comes to educational research and decisions regarding school programs. Non-teaching staff members in charter schools are often tasked with a multitude of job responsibilities that are critical for supporting school operations and the academic environment. These tasks may revolve around supporting classroom teachers as assistants, monitoring students at lunches or in after-school programs, maintaining facilities, or providing clerical services in administrative offices. The information from this study provided insight about non-teaching staff members as to how they functioned as stakeholders in the school community. Self-reflection allowed them to contemplate how their role plays a part in shaping the culture and structure of the schools.

The information from this study was also relevant for school-site leaders who supervise non-teaching staff. Assessing the perceptions of non-teaching staff with regards to the school environment and their roles within that environment provided essential information for school leaders to reflect upon as the role of non-teaching staff transitions into the role of Teaching Fellow. For the purpose of this study, the terms non-teaching staff, support staff, and Teaching Fellow are used for the same role. School

leaders should know what areas of school culture, structure, and job responsibilities need clarity and support, in order to make decisions that can guide staff members. In defining the role of Teaching Fellow in VVL Academy Charter Schools, school-site managers may utilize information from this study to develop an effective approach for incorporating the Teaching Fellows as stakeholders in school strategy and to professionalize this position in the future. Knowing what the current perceptions are of the roles will allow school leaders to determine what strengths, weaknesses, and opportunities exist for shaping non-teaching staff positions and aligning these positions to the vision of the organization.

Research Questions for the Needs Assessment

RQ1: What are the current attitudes of support staff toward school culture, job tasks and organizational structure?

RQ2: What do school support staff need in order to strengthen their relationship with the school community?

RQ3: How can support staff be utilized in planning and developing school programs?

RQ4: What do non-teaching staff need in order to build professional knowledge and skills?

Method

The purpose of the study was to assess the needs of non-teaching staff, also known as support staff, by analyzing their perspectives of school culture, jobs and organizational structure, and to identify what they see as areas that are critical for professional growth. Since no extant data exists for this segment of the VVL Academy

Charter Schools organization, it was important to collect data from non-teaching staff members and their supervisors in order to examine the nature of the problem of practice and its associated variables. The following sections provide a description of the participants and an overview of the methods used in conducting this needs assessment research.

Description of Participants

The focus of this study was to assess the needs specific segment of employees within the VVL Academy Charter Schools network; therefore, a purposive sampling was utilized, which is a non-probability sampling method that selects participants based on their unique position in relation to the study (Schutt, 2012). The participants in this study included non-teaching staff members for the three selected campuses and two Operations Supervisors, serving at Site 1 and Site 3. The study team member was the Operations Supervisor for Site 2 at the time of the study. Site 1 had eleven non-teaching staff members, Site 2 had eight, and Site 3 had two in the 2014-2014 school year. Site 3 expanded its student enrollment, and its number of Teaching Fellows increased in the fall of 2014 to nine positions. The participants invited to take part in the study were ones that served in a variety of roles and did not have a specific, singular function. The non-teaching staff served within the schools as campus monitors, after-school program aides, office assistants, and teacher assistants. At the time of the needs assessment study, the Operations Supervisors were responsible for hiring and supervising the non-teaching staff members. Out of 21 surveys sent to non-teaching staff, 14 responded for the closed-ended portion of the survey and 12 of those 14 also completed the open-ended portion of the survey. After initial collection of data through surveys and interviews with

Operations Supervisors, it was determined that additional qualitative data would augment the findings of phase one for this study. Following a mixed-methods, emergent design (Creswell & Plano Clark, 2011), subsequent interviews with open-ended questions were conducted to provide an in-depth perspective from the support staff on their role and their perceptions of the organization. In the fall of 2014, five Teaching Fellows volunteered to participate in an interview process.

Table 1 (Appendix A) provides a summary of demographics of the participants in the survey portion of the study. Overall, nine (64.3%) of the respondents were female, ten (71.4%) respondents were White, and seven (50%) had worked for VVL Academy schools for less than six months. In indicating their highest degree of education obtained, three (21.4%) had a high school diploma, four (28.5%) had some college education, five (35.7%) had a bachelor's degree, one (7.4%) had other certification, and one (7.4%) did not specify the level of education.

Table 1
Demographic Characteristics of Needs Assessment Survey Participants

		Site 1		Site 2		Site 3		TOTAL	
	N=14	N	%	N	%	N	%	N	%
Gender	Male	3	50	1	16.7	1	50	5	35.7
	Female	3	50	5	83.3	1	50	9	64.3
Race/Ethnicity	White	6	100	3	50	1	50	10	71.4
	Hispanic	0	0	2	33.3	1	50	3	21.4
	African-American	0	0	0	0	0	0	0	0
	Native American	0	0	0	0	0	0	0	0
	Asian-American	0	0	1	16.7	0	0	1	7.2
	Not specified	0	0	0	0	0	0	0	0
Length of time worked for VVL Academy	0-2 months	0	0	1	16.7	1	50	2	14.3
	3-6 months	3	50	2	33.3	0	0	5	35.7
	7-12months	1	16.7	1	16.7	1	50	3	21.4
	1+ years	1	16.7	1	16.7	0	0	2	14.3
	Not specified	1	16.7	1	16.7	0	0	2	14.3
Length of time in current position	0-2 months	0	0	1	16.7	1	50	2	14.3
	3-6 months	3	50	2	33.3	0	0	5	35.7
	7-12months	1	16.7	1	16.7	1	50	3	21.4
	1+ years	1	16.7	1	16.7	0	0	2	14.3
	Not specified	1	16.7	1	16.7	0	0	2	14.3
Years of experience as support staff	Less than 1 year	2	33.3	2	33.3	0	0	4	28.5
	1-3 years	3	50	1	16.7	1	50	5	35.7
	4-10 years	0	0	1	16.7	1	50	2	14.3
	10+ years	0	0	1	16.7	0	0	1	7.2
	Not specified	1	16.7	1	16.7	0	0	2	14.3
Level of Education Obtained	High School	2	33.3	1	16.7	0	0	3	21.4
	Some College	1	16.7	2	33.3	1	50	4	28.5
	Bachelor's Degree	3	50	1	16.7	1	50	5	35.7
	Other Certification	0	0	1	16.7	0	0	1	7.2
	Not specified	0	0	1	16.7	0	0	1	7.2

Table 2 (Appendix B) summarizes the demographics of the interview participants for non-teaching staff. There was a total of five interviews conducted. Four of the participants (80%) had worked for the organization for three months or less, and one participant (20%) had worked for the organization for more than one year. Four of the participants (80%) identified as White and one identified as Hispanic (20%). All participants had a bachelor's degree and one had a master's degree.

Table 2

Demographic Characteristics of Interview Participants

	N=5	N	%
Gender	Male	1	20
	Female	4	80
Race/Ethnicity	White	4	80
	Hispanic	1	20
	African-American	0	0
	Native American	0	0
	Asian-American	0	0
	Not specified	0	0
Length of time worked for VVL Academy	0-2 months	2	40
	3-6 months	2	40
	7-12months	0	0
	1+ years	1	20
Length of time in current position	0-2 months	2	40
	3-6 months	2	40
	7-12months	0	0
	1+ years	1	20
Years of experience as support staff	Less than 1 year	2	40
	1-3 years	3	60
	4-10 years	0	0
	10+ years	0	0
Highest Level of Education Obtained	High School	0	0
	Some College	0	0
	Bachelor's Degree	4	50
	Master's Degree	1	20
	Not specified	0	0

Interviews with the Operations Supervisors revealed that the turnover rate for support staff from the 2012-2013 school year was 90% at Site 1, 80% at Site 2 and 100% at Site 3. Current non-teaching staff members were asked whether or not they intended to return to their role for the 2014-2015 school year. Table 3 (Appendix C) summarizes the data for this survey item.

Table 3

Intent to Continue in Support Staff Role

		Site 1		Site 2		Site 3		TOTAL	
	N=14	N	%	N	%	N	%	N	%
Intent to return as support staff at VVL Academy	Yes	3	50	4	66.7	2	100	9	64.3
	No	2	33.3	0	0	0	0	2	14.3
	No Response	1	16.6	2	33.3	-	-	3	21.4

Out of 14 respondents, nine (64.3%) indicated yes, they would like to return to the role in the future; two (14.3%) indicated they did not want to return to the role of support staff; and three (21.4%) did not respond. It was determined in the fall of 2014 that eight (57%) of the 14 respondents returned; however, five returned to a different position, one returned as a part-time employee, and only two remained as Teaching Fellows (personal communication, J. Martin). Out of the 21 non-teaching staff who were originally sent the surveys, ten (47%) returned to the organization for the 2014-2015 school year (personal communication, J. Martin).

Tools for Research

The primary sources for data included surveys and formal interviews with non-teaching staff and formal interviews with two school-site managers that supervised non-teaching staff during the time of the study. Informal interviews with three senior-level

managers from VVL Education were used for supplemental information regarding organizational structure and the decision to transition "support staff" to "Teaching Fellows." No extant data exists focused on non-teaching staff within the VVL Academy Charter Schools organization. Furthermore, empirical studies on non-teaching staff members in education are limited, so there were no comparable data sets available as a model for studying the perceptions of non-teaching staff. The survey sent to non-teaching staff was originated by the principal investigator and study team member with the exception of five questions regarding school culture that were generated by the State of New Jersey Department of Education's (2010) school climate survey. Interview questions for the school-site managers were generated by the principal investigator and study team member. Survey data was collected using an online program, *SurveyMonkey*, which allows for a variety of basic statistical tests and analyses. The data was downloaded to Microsoft Excel and later transferred to the Statistical Package for the Social Sciences (SPSS) for analysis.

Procedure

Data collection. The study was framed as a needs assessment. Schutt (2012) defines a needs assessment as "a type of evaluation research that attempts to determine the needs of some population that might be met with a social program" and that a "multi-dimensional approach" is recommended for this type of research (pp. 362-363). The approach for data collection for this study used mixed methods: surveys with quantitative and qualitative components, and qualitative interviews. Survey and interview instruments were reviewed by a panel three doctoral students in the Johns Hopkins University Doctor of Education program and an adjunct instructor in the School of

Education at Johns Hopkins University. An informed consent form was provided to non-teaching staff participants via email (Appendix D), and a consent form was provided and signed by Teaching Fellow and Operations Supervisor participants (Appendix E; Appendix F) prior to interviews.

An email invitation to participate in the study (Appendix G) was sent to 21 non-teaching staff members at the three selected locations, and the email also included the Support Staff Informed Consent Form (Appendix D). Out of 21 non-teaching staff members, 14 participated in the survey. The survey instrument (Appendix H) was created through the online web program *SurveyMonkey*. The survey contained 30 closed-ended questions that were framed as statements. Using a Likert-scale of 1-5, participants were asked to indicate their level of agreement with each statement. Section 1 contained 15 items related to school culture. Section 2 contained seven items related to job responsibilities. Section 3 contained eight items related to organizational structure. Section 4 contained seven open-ended response questions relating to school culture, job responsibilities, organizational structure, level of involvement in developing school programs, and needs of support staff. Section 5 contained five questions to obtain demographic information, which was further supplemented by interviews with the Operations Supervisor.

Interviews were conducted with five support staff members, also known as Teaching Fellows, in September and October 2014, and with the Operations Supervisor at Site 1 and Site 3 in March 2014. Since the study team member was the Operations Supervisor at Site 2 during the time of the study, no interview was conducted. The interview instrument for Teaching Fellows (Appendix I) included 14 questions; six

questions pertained to demographic information, and eight questions were the primary questions for the interview. The interview instrument for Operations Supervisors (Appendix J) included 19 questions. Section 1 contained seven background questions including years of experience in the organization, years of experience in management, number of students enrolled at the location, number of support staff members currently employed, and number of support staff that returned from the previous school year. Section 2 included 12 open-ended response questions to illustrate the perception of the Operations Supervisor toward school culture, the role of support staff in school culture, the process of hiring and developing support staff, the level of engagement of support staff within the school community, and the challenges in managing support staff. The responses from these interviews offered contextual details of each school, and answers were coded for recurring themes and ideas.

Data analysis.

Data management plan. The data for this study was managed by the principal investigator and study team member. Ethical guidelines for qualitative research and specifications of the informed consent forms were strictly adhered to throughout the study. Identities of participants remained anonymous, and survey and interview responses remained confidential. Data from online surveys was stored on a password-protected computer. Recordings and interview notes were stored in a locked file cabinet. Back-up copies of data files, interview notes and transcriptions were placed on a flash drive and stored in a locked file cabinet. This information will be kept on file for ten years from the end of the final project. Access to the data will be allowed, if requested,

for senior-level managers in the organization; however, identities of participants will remain anonymous.

Statistical tests. Due to the limited extant research on non-teaching staff in schools and the selected method of this study as a needs assessment, the approach for analyzing data adhered to descriptive research methods. Descriptive research is meant to build a foundation for knowledge in a certain area by defining and describing the nature of a social problem (Goodwin & Goodwin, 1996; Schutt, 2012). Descriptive statistical analysis included identification of central tendencies and dispersion of results within the data set. There were 30 closed-ended survey items included in the instrument for non-teaching staff participants that were divided into three sections: school culture, job responsibilities, and organizational structure. Scores from the closed-ended survey items were based on a Likert-scale of 1-5 to ascertain the participants' attitude or perception of statements relating to the three categories. The mean, mode, median, and standard deviations was calculated for each set of responses to each item. Results from this data were compared to identify potential associations. A correlation analysis was completed for each sub-section of the survey and for all closed-ended question to determine the strength between items and to ascertain whether or not a potential relationship between different variables was present. Open-ended survey items were also coded, categorized by theme, and assigned numerical values. These numerical values allowed the research team to determine the modes for each item and to establish existence of recurring themes.

Qualitative data coding. To augment the validity of the needs assessment quantitative data, qualitative methods were utilized through the open-ended survey items for non-teaching staff, interviews with five non-teaching staff members, and the two

interviews with Operations Supervisors. Triangulation is the use of multiple research methods to strengthen measurement as it allows the researcher to cross-check information (Creswell, 2003; Schutt, 2012). Saldaña (2013) establishes that a "code is a researcher-generated construct that symbolizes and thus attributes interpreted meaning to each individual datum for later purposes of pattern detection, categorization, theory-building, and other analytic processes" (p.4). Responses to open-ended survey items were reviewed and initially coded as phrases. Codes were then numerically counted to identify recurring patterns based on the number of times the code was presented in the data. Then, codes were grouped into categories in order to abstract relevant themes. Table 4 (Appendix K) presents a synopsis of the codes, number of responses, and themes presented in the open-ended survey data from non-teaching staff.

Table 4

Themes in Support Staff Survey Open-ended Questions

Survey Item	Code	Responses	Category
OE1: School Culture	Diverse	2	Stakeholder Descriptor
	Professional	1	Stakeholder Descriptor
	Lacks Definition	1	Organization Descriptor
	Academic	5	Values
	Creative	1	Stakeholder Descriptor
	Supportive	1	Climate
	Positive	1	Climate
	Corporate	1	Values
OE2: Shared beliefs	Student-centered	7	Focus/Purpose
	Safe environment	1	Value
	Focus on the future	3	Focus/Purpose
	Relevance of education	1	Focus/Purpose
	Work ethic	1	Value
	Professionalism	1	Value
	Organized	1	Actions
	Community	1	Relationships
OE3: Key responsibilities	Provide safe environment	8	Student Focus
	Care for students	2	Student Focus
	Monitor students	5	Student Focus
	Administrative	3	Operational Focus
OE4: Involvement in developing policy/programs	No involvement	1	Lacking Inclusion
	Low involvement	6	Lacking Inclusion
	Moderate involvement	4	Inclusive
	High involvement	1	Inclusive
OE5: Factors that enable job performance	Staff meetings	1	Interaction with other stakeholders
	Work as team	3	Interaction with other stakeholders
	Open mind	1	Individual Reflection
	Continuity	1	Administrative Guidance
	Communication	2	Interaction with other stakeholders
	Change of job focus	2	Administrative Guidance
	Clearer expectations/goals	1	Administrative Guidance
	Working with students	2	Interaction with other stakeholders
OE6: Factors that support connection to community	Team-building	3	Collaboration
	Communication	5	Strategic Communication
	Education	1	Development
	Recognition	1	Individual Support
	Do not need involvement	1	Transactional Involvement
OE7: Factors that prevent connection to community	Poor communication	5	Strategic Communication
	Isolation from others	2	Disconnect
	Disconnect-external stakeholders	2	Disconnect
	Lack of support	1	Disconnect
	Lack of respect from others	2	Interactions with other stakeholders
	Low involvement	1	Inclusion

Interviews with Teaching Fellows and Operations Supervisors were tape-recorded, transcribed, and coded to establish categories and themes. Table 5 (Appendix L) shows the coding and categories identified through the analysis process for interviews with Teaching Fellows. Questions 7-14, primary interview questions were examined in the coding process.

Table 5

Qualitative Data Coding: Interviews with Support Staff

Category	Subcategory	Code
Role of Teaching Fellows	Job responsibilities	• Lunch monitor • Recess monitor • Subbing • Academic support • Other clerical work • Diverse
	Perception of job	• Different than expected • Disappointment • Not fully utilized
	Self-Concept	• Not reaching full potential • Want to do more • Frustrated with experience • Importance of the support role
	Stakeholder Relationships	• Disconnect with teaching staff • Isolation • Provides support for teachers and staff • Miscommunication between staff members • Lack of guidance • Strong connection with students
Other Staff's Perceptions of Teaching Fellows	Job Tasks	• Lack of awareness • Lunch/Late Bird/Recess monitors • "I'm just a…" mentality
	Perceptions of Role	• Low-level • Overlooked • Lacking skills • "Hourly" workers • Helpful support

Table 5 (continued)

Qualitative Data Coding: Interviews with Support Staff

Professional Goals	Job Transition	• Teaching opportunities • Part-time teaching • Teaching in after-school extracurricular programs • College counseling • Other admin
	Skills/Knowledge	• Improve ability to work with groups of students • Classroom management • Learn more about organization and job opportunities
	Future Plans	• Return to organization • Return to organization in different role • Transition out of organization
Enabling Supports Needed to Achieve Goals	Hands-on, job-related experience	• Substitute teaching experience • Help with academic support • Time to assist in classrooms • After-school club teaching
	Learning and development	• To understand certification requirements for teaching • Learning about teaching process
	Assistance with current tasks	• More staff support for lunch periods
	Administrative Support	• Clarify job expectations • Communicate the role to other staff members • Modify job responsibilities • Set performance expectations • Formalize a schedule • Provide opportunities for cross-training
Opportunities for Development	Formal Training	• Lack of formal training • Allowed to attend summer teacher institute • Desire for more information
	Forums for building professional knowledge and skills	• Professional Development external workshops • Professional Development internal workshops • Summer Teacher Institute • Diversify cross-training opportunities • Clear performance guidelines

Table 6 (Appendix M) provides an overview of the categories, subcategories, and codes that were most prevalent in the interviews with Operations Supervisors.

Table 6

Qualitative Data Coding: Interviews with Operations Supervisors

Category	Subcategory	Code
School Culture	Focus/Purpose	• Students-centered • Safety
	Climate	• Positive • Support for teachers
	Stakeholder Relationships	• Support for others • Learn from others • Learn from mistakes • Teacher-driven • Employee-student relationships
	Job Tasks	• Variety of tasks assigned • Community event involvement
Roles of Non-Teaching Staff	Relationships	• Connection with students • Involvement in after-school program
	Job Tasks	• Diverse tasks • Support other staff members • Clerical role • Student support role • Campus safety role • Teacher support role • Participate in community events
	Changing Role	• Was part-time position that is changing • new title of "Teaching Fellow" • More interactions with teachers
Hiring and Development Process	Hiring Processes	• Lacks criteria • Employee referral • Short interview process • Sometimes trial observation • Needs work
	Development Process	• No time for training • No opportunities • Delegate tasks • Review employee manual
	Future Plans	• Need to establish criteria for new type of role • Need to increase connection with other staff

Table 6 (continued)

Qualitative Data Coding: Interviews with Operations Supervisors

Challenges and Areas for Improvement	Hiring Process	• Need to create criteria • Process is rushed
	Managing Staff	• No formal training • Need to recruit people with potential for teaching • Challenge of conflict resolution • Challenge of building trust
	Inclusion	• Interactions but no connection or relationship • Teachers take staff for granted
Contrasts in Perceptions	Role of Non-Teaching Staff	• Aide versus Teaching Fellow • Amount of teacher interaction
	Perceptions of Non-Teaching Staff	• Highly connected with others versus disconnected • Levels of Respect from other staff members

Needs Assessment Findings

The findings from the needs assessment offered the first representation of perceptions and attitudes of non-teaching staff at VVL Academy Charter Schools ever collected. The data set represents a relatively small N (14), with 66.67% response rate to the survey. Capturing both quantitative and qualitative data to describe the needs of non-teaching staff allowed for more breadth and depth in this research endeavor to fully understand this population. At the outset of the study, the role of non-teaching staff was titled "support staff," and the terms non-teaching and support were used interchangeably in this study. The transition of the support staff's title to Teaching Fellow occurred in the middle of this needs assessment study, and subsequently, this term is also used for support or non-teaching staff members. The following sections contain an analysis of data for each section of the survey instrument as well as a qualitative analysis of the interviews.

School Culture Data Analysis

An examination of the data collected for the 15 survey questions on school culture revealed general agreement over each item and fairly positive responses overall. Table 7 (Appendix N) provides a summary of the means, median, modes, and standard deviations for this data set. In comparing the means for items 2-5 regarding teachers, administrators, students, and non-teaching staff as important for shaping school culture, the average rating for non-teaching staff level of importance was slightly less than the average rating of other stakeholders' importance. A cursory glance at this would indicate the support staff members did not view their roles in shaping school culture as significant as the role of teachers, administrators, and students. The standard deviation for items 6, 9, 10, 13, 14, and 15 were higher, meaning scores were more spread out. This may suggest less agreement amongst participants on topics of school pride, shared beliefs, professionalism, and how co-workers get along.

A correlation analysis was conducted for this section of questions (Appendix O) to see if there were indicators of relationships between the variables. Most responses showed low to moderate correlations, r (14) is greater than -0.5, but less than 0.5. Though the means for item 5 were lower in comparison to items 2-4 with rating the importance of non-teaching staff in shaping school culture, this item had a strong correlation to item 1, that school culture affects the learning environment. This may suggest that although non-teaching staff members do not perceive their contributions to be as great as other stakeholders for shaping school culture, they may implicitly associate their contributions to affecting the learning environment. Strong correlations were shown between item 6, which involved the shared beliefs of employees in the school, and items

10-14 concerning professionalism, openness to new ways of doing things, close relationships with students, and school pride of students and staff members. In focusing on the correlation of item 13, student pride in the school, to the other items, the data could be interpreted to suggest that the extent to which support staff perceive the students' sense of school pride is related to what adult staff members think and do. Item 6 (Beliefs – shared), item 10 (Norms – professionalism), item 11 (Belief – open to new ways), and Item 12 (Value – close relationship to students) appear to have strong associations with Item 13 (Belief - sense of student pride). This analysis does not imply causation, but it does indicate that many of the identified factors surrounding school culture are interwoven and strongly associated with one another.

Job Responsibility Data

The second section of the survey conveyed support staff perceptions of job responsibilities. A comparison of the means of each item showed that item 2, stating that support staff duties mostly focused on student monitoring, and item 7, support staff is given opportunities to build work-related skills, were slightly lower than all other items. A summary table of the means, median, mode, and standard deviations (Appendix P) also shows higher standard deviations for questions in this section, indicating the scores were spread out and there may be less agreement amongst non-teaching staff perceptions.

The questions within this section were designed to gauge several variables within the category of job responsibilities in order to gain a broad understanding of support staff perceptions. A correlation analysis between items within this section (Appendix Q) confirms most correlations were low to moderate. The strongest correlations were between item 1 and items 3 ($r(12) = +.791$, $p < .01$, two-tailed) and 4 ($r(12) = +.807$, $p <$

.01, two-tailed), and item 3 and items 4 ($r(12) = +.747$, $p < .01$, two-tailed) and 5 ($r(12) = +.766$, $p < .01$, two-tailed). Item 1 rated the level of agreement with the statement that support staff were vital to school operations. This item appears to have a strong association with items related to support staff maintaining order in the school and support staff designing activities in the after-school program. Item 3, support staff helps to maintain order in the school, also showed a strong correlation to support staff designing activities in the after-school program and support staff maintaining structure in the after-school program. These results may indicate that non-teaching staff members perceive greater connections between their role in school operations, maintaining order, and involvement in the after-school programs. It was surprising to see a fairly weak correlation between items 2 and 3 ($r(12) = +.019$, $p < .01$, two-tailed), which involve non-teaching staff focus on monitoring students and non-teaching staff help in maintaining order. One may assume that these two concepts would be related, but the perception of the support staff in rating these two categories would suggest they viewed them as separate functions.

Organizational Structure Data

The third section of the closed-ended survey questions measured non-teaching staff perceptions of organizational structure. A summary of descriptive statistical data for this section (Appendix R) shows that means for this section were lower than the sections on school culture and job responsibilities, and that there were higher standard deviations for most questions in this section. This would indicate less of a consensus in rating the level of agreement for questions relating to organizational structure and that support staff members may have disparate views. Item 6, support staff frequently interacts with

students, had the highest means (M = 4.64) and lowest standard deviation (SD = 0.50). In comparing items 4-7 concerning who support staff interacts with frequently, support staff indicated higher frequencies of interactions with students than with supervisors. This provides evidence of how the support staff members view their relationship with other key stakeholders.

A correlation analysis for questions in the organizational structure section (Appendix S) presents moderate correlations. Item 2 was phrased as a negative statement, and as expected, correlations between this item and other items were negative. Item 3 rated the support staff collaboration with other employees to solve problems had a lower to moderate correlation with other variables. Item 8, which stated that structure of employee job responsibilities was clearly defined, had more mixed variation in correlations with other items. The strongest correlations for this section were between item 4 (stakeholder interaction – supervisor) and item 7 (stakeholder interaction – parents), $r(12) = +.926$, $p < .01$, two-tailed, and also between item 5 (stakeholder interaction – other employees) and item 6 (stakeholder interaction – students), $r(12) = +.711$, $p < .01$, two-tailed.

Open-Ended Survey Data

Open-ended questions in the support staff survey instrument were coded, categorized, and analyzed for recurring themes. Twelve participants responded to the seven open-ended survey questions. Responses were analyzed for themes, which were given labels, numerically coded, and counted for frequency (Appendix K). The analysis reflects all responses, which means participants could provide multiple answers to a single question. The first question asked participants to describe the culture of the

school; 38.5% of the responses regarded school culture as highly academic. In describing the shared beliefs of employees, the most frequent answer involved a focus on the students (43.8%). The key responsibilities identified in the responses were to provide a safe environment (44.4%) and to monitor students (27.8%). In assessing their level of involvement in developing school policies and programs, 8.3% indicated no involvement, 50% indicated they had little involvement, 33.3% indicated moderate involvement, and 8.3% indicated high involvement. A comparison may be made between these responses to Item 4 from the Job Responsibility section in the survey, in which the support staff generally agreed that they had the opportunity to design activities in the after-school program. It may be that the open-ended responses reflect their overall involvement in school programs, and that the after-school program is the main opportunity for support staff to contribute to the design of school activities.

For describing factors that enable support staff to effectively perform their duties, the responses were more scattered. The main recurring themes were teamwork, communication, change of job focus, and being able to work closely with the students. The final questions asked support staff to identify what would support their connection to the community and what would prevent them from developing a connection to the school community. Interaction with other stakeholders was a category identified for several responses. Collaboration with others was a key priority for support staff. The major themes were that communication and team-building were vital for connecting support staff to the school community. In contrast, a lack of communication, sense of isolation, and actions that indicated a lack of respect from others for their position would prevent them from forming a connection to the community.

Interview Analysis

Interviews with Support Staff. Five Teaching Fellows (P3-P7) were interviewed to provide further understanding of their needs as support staff and their perceptions of the role within the school. Demographic data from the interviews demonstrated the diversity in the backgrounds of the Teaching Fellows, and the primary interview questions revealed similar themes regarding the role and its perception, as well as differences in the professional goals of each staff member. Four of the five participants (P3-P6) had worked for the organization for fewer than three months, and the fifth participant (P7) had worked for the organization for one year and three months. Three participants had prior work experience in education (P3, P4, P6); one had limited prior work experience (P5), and one had extensive support staff work experience in other industries (P7).

The first portion of primary interview questions asked the participants to describe their role in the school environment and to discuss how they believe other staff members perceive their role. All five participants listed similar examples of job tasks such as lunch monitoring, recess duty, clerical tasks, substitute teaching, and some academic support responsibilities. A common term to describe the duties was "diverse." P6 (personal communication, October 27, 2014) and P7 (personal communication, October 23, 2014) emphasized that the role is important because of the strong "connection" the Teaching Fellows have with students. Three participants (P3, P4, P5) indicated that frustration with the role in that their expectations prior to taking on the position were different than what actually occurs on a daily basis at VVL Academy. P3 stated:

> During the summer, I got to attend some of the teacher training seminars and I thought the role would be very different. I thought we would be helping in classrooms more and acting like a teacher's assistant. I thought some teachers delivered lectures, that the other teachers would co-teach and write on the board and be more involved, and then the Teaching Fellows would be more like an assistant. But, I'm usually doing recess duty and guarding the lunch room, and I feel like I'm just the lunch lady. (personal communication, September 24, 2014)

When asked about the role, P4 responded, "It being a new school this year... I knew we were lowest in terms of priorities. The first two weeks of this job I went home and cried every night. It just wasn't what I expected" (personal communication, September 26, 2014). P5 expressed disappointment over not having time to help with classrooms since many duties that took precedence were lunch and recess monitoring (personal communication, October 9, 2014).

In discussing how other staff members perceived their role, all participants indicated that teachers did not know much about the Teaching Fellows. P6 and P7 indicated that they thought others may perceive them as a helpful support but were uncertain if teachers knew what their responsibilities entailed (personal communication, October, 2014). P4 stated that teachers and other staff members think of the Teaching Fellows as "just hourly workers with no skills" (personal communication, September 26, 2014), and P3 suggested that the Teaching Fellows positions were "not properly established" at the beginning of the year so others view them as "just lunch ladies" (personal communication, September 24, 2014). Other common themes that were discussed were feelings of disconnect with the teaching staff, isolation, lack of guidance from managers, and some frustration over miscommunications. Though all appeared to agree the Teaching Fellow role was valuable and undertook several responsibilities, there

was a consensus that some of the diversity in tasks was overwhelming and that other staff members did not see the position as a professional job.

The next set of questions related to each interviewee's professional goals, plans for the future, and what they thought would enable them to achieve those goals. Responses describing professional goals generally fell into two categories: career goals and learning goals. P4 and P5 shared common career goals to become teachers within the next year and five years (personal communication, September 26 and October 9, 2014). One participant desired to transition into administration and college counseling, and two participants indicated they would prefer to stay in a similar position for the following year but would be interested and open to training for other positions if opportunities became available. All participants indicated a desire to learn more about the school organization, teaching responsibilities, and academic programs. Given the diverse backgrounds of the participants, it was not surprising to see that each had a different or slightly different career goal. In assessing what would enable them to achieve their goals and what the school administration could do to support them, several common answers emerged. P3, P4, P5 and P6 identified a need for more hands-on, job-related experiences such as more opportunities to substitute-teach, time to assist in classrooms, tutoring and academic support tasks, and teaching in the extracurricular program (personal communication, September and October, 2014). P7 suggested more assistance with the current position was needed through additional staff members assigned to lunch monitoring (personal communication, October 23, 2014). Professional learning as a support was mentioned through understanding teaching certification requirements, the responsibilities of teachers, and process of teaching. Finally, support from administration

that would enable the Teaching Fellows to achieve professional goals included clarity in job expectations, communicating the role to other staff members and structuring collaboration time with teachers, setting performance evaluation expectations, modifying job responsibilities to allow for more time in classrooms, solidifying the work schedule, and offering opportunities for cross-training. Even though each participant had slightly different professional goals, these various types of support were mentioned consistently throughout the interviews.

The final interview questions asked the participants to identify what professional support they had received this year or in previous positions that they thought were effective. All participants indicated that they had received no formal professional development since starting their position, though one participant (P3) mentioned she had attended the organization's summer training institute that was designed for teachers. P3 and P6 indicated that all Teaching Fellows should have that opportunity to attend the summer teacher training institute (personal communication, September 24 and October 27, 2014). P4 recommended professional development workshops through external organizations as an effective means of support (personal communication, September 26, 2014). P5 and P6 suggested professional development seminars specifically geared toward aspects of their job would be beneficial (personal communication, October 9 and 27, 2014). P3 suggested a professional development workshop on collaborative teaching would support both teachers and Teaching Fellows (personal communication, September 24, 2014). P5 and P7 identified cross-training with other types of office staff and teachers as another effective means for professional learning (personal communication, October 9 and October 23, 2014). The types of development opportunities indicated as

being an effective means of support for the Teaching Fellows contained similar emphasis on collaborative interaction with others and a focus on learning concrete job skills and organizational knowledge that would increase the Teaching Fellows connection to the school and confidence in their work.

Interviews with Operations Supervisors. Interviews with the Operations Supervisors (P1 and P2) highlighted the differences in organizational structure between each site and the similarities in perception of school culture, lack of criteria for support staff, and lack of development of support staff. Both sites had a high turnover rate of non-teaching staff serving as school aides from the 2012-2013 school year (Site 1=90%, Site 3=100%). Each described facets of school culture in relation to a student-focus, but there were clear differences in the perception of the overall culture in the schools. P1 described the culture of the school as "students are priority, safety is also a priority" and that the school has a "lively atmosphere, open door policy, high energy, and it is positive" (personal communication, April 2, 2014). When asked to describe school culture, P2 responded, "Some admin have shared beliefs in that we are running the school for a greater cause and are providing the structure to educate the children... But I don't know if it is the same for teachers" (personal communication, April 3, 2014). One major similarity in the participants' answers was the consensus that there are no clear guidelines given to the supervisors for hiring, assigning tasks, and managing the support staff. In addition, there was no formalized training program or ongoing development opportunities currently available to support staff at either site. Non-teaching staff members were often hired based on referral and after a brief interview process is conducted. Supervisors

delegated tasks to non-teaching staff members and schedules for coverage of duties, but additional framework for development was not in place at either campus.

In comparing responses to questions regarding job responsibilities, the role of support staff and their level of involvement, each had vastly different perspectives. P1 explained that the role of non-teaching staff was now being adapted to more of a "teacher-in-training" and that tasks include monitoring students at lunches and in the after-school program, substitute teaching, preparing report cards, and helping with other administrative tasks (personal communication, April 2, 2014). P1 also indicated that non-teaching staff members were highly involved in the school community, interacted with other employees frequently, and helped wherever help was needed (personal communication, April 2, 2014). In contrast, P2 indicated that non-teaching staff were primarily responsible for monitoring students during lunches and in the after-school program, and though they interact with other employees, they have stated that they "do not feel part of the team" (personal communication, April 3, 2014). Interactions between non-teaching staff members and other stakeholders was a recurrent theme in the interview responses. Non-teaching staff were described as having close connections with students, but interactions with teachers and administrators were different at each campus. The striking variations in organizational structure, perception of non-teaching staff involvement, assigned job tasks, lack of criteria for managing and developing non-teaching staff offers further support that this segment of the VVL Academy Charter Schools workforce needs further development and consideration as stakeholders in the greater school community and in organizational strategy.

Discussion

The purpose of the needs assessment was to investigate the role of non-teaching staff in VVL Academy Charter Schools by examining their perceptions of school culture, job responsibilities, organizational structure, needs for strengthening their relationship to the school community, opportunities for engagement in school operations and needs for professional support. A review of literature and interviews with school leaders revealed that there was limited information regarding the non-teaching staff in schools, despite the variety of tasks these employees undertake on behalf of the school community. Survey data and interviews with non-teaching staff and interviews with supervisors offered the first attempt for the VVL Academy Charter Schools organization to analyze this population. The following is a summary of the findings for each research question in this study.

RQ1: What are the current attitudes of support staff toward school culture, job tasks and organizational structure?

- Perceptions of school culture highlighted the importance of academics, and strong associations between school pride, professionalism of staff, close relationships between staff and students, openness to new ways of doing things, and shared beliefs.
- Teaching Fellow's perception of their role in shaping school culture was rated slightly lower than their rating of other stakeholders.
- Teaching Fellows felt a strong connection to students as stakeholders.
- Participants identified the diversity in their tasks and the necessity of their position in supporting the school, with a primary focus on maintaining order.

- Some participants felt disconnected to other adult staff and that there was a lack of respect from others for the Teaching Fellow position.
- Attitudes toward and perceptions of organizational structure were inconsistent and indicated a lack of consensus about organizational roles.

RQ2: What do school support staff need in order to strengthen their relationship with the school community?

- Teaching Fellows indicated that they interact less frequently with supervisors in comparison to other stakeholders and desired more guidance to understand how to do certain tasks.
- Teaching Fellows highlighted the frustration with the lack of collaboration with teachers and other staff members.
- Teaching Fellows suggested that strengthening the relationship to the school community may be enhanced by more structured communication with supervisors and clearer expectations for job responsibilities.
- Participants indicated that a stronger sense of job expectations and opportunities for career development would make them feel more connected to the school organization.
- Teaching Fellows indicated that strengthening the connection to the school community may be enhanced by more time to collaborate with teachers and the opportunity to apply skills/knowledge to instructional duties.

RQ3: How can support staff be utilized in planning and developing school programs?

- Interviews with Operations Supervisors revealed Teaching Fellows were offered some opportunity to design activities in the after-school programs. Overall, creative opportunities to develop school programs was limited.
- Teaching Fellows indicated that there was a desire to participate more in classrooms and to assist with instructional activities.
- Teaching Fellows indicated a desire to spend time developing and implementing the schools' support programs for struggling students.

RQ4: What do non-teaching staff need in order to build professional knowledge and skills?

- Survey data and interviews with Teaching Fellows indicated little to no opportunity for support staff to build work-related skills or to participate in training.
- Interviews with the Operations Supervisors indicated that there was no structure, guidance, or program to develop non-teaching staff members. This was identified as an area that needs change, and that establishing criteria for the role of Teaching Fellows and their development would benefit school operations.
- Recurring themes emphasize the importance of employees' focus on students, the need to enhance communication practices amongst staff members, and the potential for developing formalized plans for hiring and developing non-teaching staff members.

- Teaching Fellows suggested that interactions with administrators may enable their job performance, including the need for staff meetings, setting clearer goals and expectations, increasing continuity in task procedures, and more frequent communication.
- Interviews with Teaching Fellows brought forth recommendations for professional learning and support to include work-related training opportunities, professional development seminars to address instructional responsibilities, and a defined structure for performance evaluation.

Connection of Findings to an Intervention

Given the consistent responses that non-teaching staff play a vital role in building relationships with students, it is imperative that school leaders understand how this role may impact student learning and produce positive effects on school culture. Consideration of these implications will enable leaders to make strategic decisions to strengthen the connection of support staff within the school community and to promote collaboration to create a consistent structure for school operations. The main points of contention for the role of Teaching Fellows in the summary of findings were the lack of collaboration with supervisors and other staff, feelings of frustration over the expectations versus reality of the job, feelings of discontent with not being involved in instructional responsibilities and academic programs, disparate understandings of the organizational structure and processes of the school, and lack of training or plan for career development. Though there may be several interventions that could contribute to addressing the issues embedded in this problem of practice, it is critical to identify specific, feasible actions that focus on the key stakeholder, the Teaching Fellows. The

primary focus of the proposed intervention for the subsequent study was designed with the intent to incorporate non-teaching staff members as professionals in the organization and provide a clear plan for professional growth and development. There is potential for these employees to take on teaching roles or other non-teaching positions in future years if they are given training and guidance. Maximizing the potential of non-teaching staff members by including them in organizational strategy, building their skills and knowledge, and providing them with opportunities for growth may enhance school culture, relationships amongst stakeholders, and continuity in operations. Therefore, the proposed intervention for this problem of practice addressed the primary need of building the skills and knowledge of the Teaching Fellows to better define their role, to establish clear expectations for job responsibilities, to promote collaboration with supervisors and teachers, and to enhance instructional and non-instructional skills needed to increase their sense of self-efficacy and self-concept in the workplace.

Constraints and Implications

The role of non-teaching staff in schools is essential to the learning environment. As indicated by the needs assessment, non-teaching staff undertake a variety of tasks and roles within the school operations, and in the case of charter schools, these employees often combine several roles into one job. The needs assessment showed that non-teaching staff have frequent interactions with other stakeholders, including students, parents, and teachers, and that they build strong connections to students. Relationships are integral to school culture, and including all stakeholders is paramount for providing a strong, consistent vision for shared beliefs, attitudes, values, and actions. Discrepancies in perspectives of organizational structure for VVL Academy Charter Schools may be an

indicator of miscommunication of the structure or the changes occurring in the organization. Regardless of the cause, school leaders should clarify organizational structure for employees and guide their interactions to support the learning environment for students. The needs assessment also indicated that though the role of non-teaching staff has changed in the organization, there is no clear approach or strategy for implementing the change, or for supporting the development and professionalization of non-teaching staff. There was a clear need for establishing a structure for developing non-teaching staff through enhanced communication and collaboration.

There are some constraints that limited the scope of this study. First, the time frame of initial data collection and interviews was limited to three weeks in the spring of 2014 with subsequent interviews occurring in the fall of 2014. Substantial change affected the organization in the subsequent months. Second, the sample population was limited to three of the twelve campuses with the network, thus a resulting in a small number of participants. This was done due to the time constraint and the complications with extending surveys and interviews to the entire organization. Focusing on three campuses was also recommended by senior-level managers prior to the study. This constraint may limit the applicability of this study to other organizations. Third, the research design included self-reporting survey data and interviews, which may be influenced by social desirability bias. Finally, empirical research on non-teaching staff members in school is limited and no extant data existed within the organization. The lack of research in this field meant that there was no reference or guide for how to conduct a study with the target population, and no other studies available for comparison.

Chapter 3: Intervention Literature Review

School organizations are the complex coalescence of systems, cultures, and interactions of many stakeholders. Integral to the success of educational organizations is the development of professional knowledge and skills of school employees. School leaders who want to improve academic programs, operational processes, and student achievement must rely upon the expertise and commitment of personnel to participate in the design, implementation, and evaluation of school change initiatives. Building the competencies of the workforce is essential to school improvement and change. As stated previously, one common theme in the literature on organizational change initiatives is the inclusion of all key stakeholders (Davis, Kee, & Newcomer, 2010; Kaplan & Norton, 2004; Kotter, 1996). Despite this, it is evident that non-teaching staff are sometimes overlooked in strategic change initiatives and studies of school improvement (American Federation of Teachers, 2002; Conley et al., 2010; McKenzie, 2009; Richmond, 2014; Welch & Daniel, 1997). Non-teaching staff, also known as classified- or support- staff, provide many services and operational functions within K-12 school settings such as counseling, campus monitoring, clerical assistance, facilities maintenance, and special education assistance (American Institutes of Research, 2014; U.S. Department of Education, 2014b). Boudreau and Ramstad (2007) highlighted the importance of identifying pivotal roles that can enhance organizational success when talent is developed. To support improvement efforts and organizational unity, leaders should consider non-teaching staff as pivotal members of the school community and make an effort to professionalize their role as part of an inclusive strategy. The intervention

presented in this research aimed at professionalization of non-teaching staff and included a framework for development to strengthen the knowledge and skills of this population.

Problem of Practice and Needs Assessment Findings

The problem of practice emphasized the needs of non-teaching staff in K-12 school systems and how the role of Teaching Fellows may be professionalized for inclusion in organizational strategy. According to a study by Matt Richmond and the Thomas B. Fordham Institute (2014), there are over three million workers, roughly half of all school employees, serving non-teaching roles in U.S. public schools. The significance of this segment of the workforce in school operations and culture should not be underestimated; yet the literature focusing on development for this population is scant and eclectic. Professionalization is defined as "the acquisition of the requisite knowledge, skills, values and attitudes, which are characteristic of a profession" (Faison, 2003, p. 83). The goal of professionalization for this problem of practice stemmed from the needs assessment study conducted in the spring and fall of 2014 with three school sites in the charter organization.

As illustrated in chapters 1 and 2, the context of the study was within public charter school campuses in the VVL Academy Charter Schools network, serving grades K-12. The needs assessment study conducted in 2014 included surveys and interviews with non-teaching staff and their supervisors to ascertain their perception of the non-teaching staff role, school culture, job responsibilities, and organizational structure. The focus of the study was on non-teaching staff in flexible positions, who worked directly with students for the majority of their day and were assigned a variety of job responsibilities. The results of the needs assessment study indicated that these staff

members had similar perceptions of school culture characterized by an emphasis on rigorous academics and support for students, but they held disparate perceptions of job responsibilities and organizational structure. In addition, the non-teaching staff had concerns over lack of respect from other staff members, infrequent communication, lack of performance guidelines, and few opportunities for professional guidance in their career. Interviews with the supervisors also revealed discrepancies in management for non-teaching staff and lack training or professional development offerings. To further complicate the role of non-teaching staff, the schools' organizational structure was altered so that the support staff population transitioned from part-time, hourly positions into full-time, salaried positions titled "Teaching Fellows." The restructure added new responsibilities for Teaching Fellows to assist teachers in the classroom. Teaching Fellows who were interviewed in the fall of 2014 expressed frustration over the disconnect between their team and the teaching staff, that they had a lower status than other staff members, and that there was not enough guidance for them to grow in their careers as educators.

The needs assessment gave insight as to the perceptions of the non-teaching role within a charter school context and highlighted several challenges related to the role. By examining these challenges through the lens of professionalization, the proposed intervention was designed to increase the professional knowledge and skills of non-teaching staff, clarify the responsibilities of their role, and foster collaboration between Teaching Fellows and other staff members. To create a professional development framework for Teaching Fellows, specific activities of the intervention included targeted development workshops and reflection sessions. As stated in chapter 1, the established

job description of the Teaching Fellow includes responsibilities as a classroom assistant, substitute teacher, proctor for assessments, support for student evaluation, coordinator for academic support and study groups, along with a plethora of other academic and organizational duties. The Teaching Fellow role is described by the organization's employee manual and by school leaders as a "visible presence" and "partner" in the classroom "who will learn everything about the school" (C. Smith, personal communication, June 20, 2014). This job description, however, does not match the realities of the experience of Teaching Fellows as indicated in the needs assessment. In attempt to close this gap between the ideal goal for the position and the present reality, professional development offers a means to build skills and knowledge for this population of workers in a way that also enhances self-efficacy and positive self-concept.

A review of literature for this intervention examined both the process of the intervention and the outcome of the intervention. An examination of the value of professional development and best practices in this field informed the design and process of the intervention activities. Based on the findings of the needs assessment and review of literature, two concepts selected to guide the intervention model were self-efficacy and self-concept. The proposed intervention utilized these variables as outcomes of the intervention with the goal of increasing the Teaching Fellows' levels of self-efficacy and enhancing self-concept. An examination of these concepts and studies of professional development in education provided direction in the design, implementation, and evaluation of the intervention.

Definition of Terms

Several terms recur in the literature on professional development in education. At times these terms are used differently or have unique applications based on the context of the study. Clarification of key terms is needed in order to understand how these concepts are prevalent in this applied research.

Teaching Fellow: The term "Teaching Fellow" is the title used by the organization in the context of this study for support staff. Support staff members are non-teaching staff members with diverse job tasks and responsibilities.

Professional Development: Professional development refers to strategies used to help employees build knowledge and skills related to their work. This term may be used interchangeably with the phrase "staff development."

Self-Efficacy: Self-efficacy is a person's belief about his/her ability to successfully accomplish a task.

Self-Identity: Self-identity and self-concept are sometimes used interchangeably, but for the purpose of this study, there is a distinction. Oyserman, Elmore, and Smith (2012) stated, "Identities are the traits and characteristics, social relations, roles, and social group memberships that define who one is" (p. 69). Self-identity is a how person categorizes their traits and qualities and makes sense of an aspect of his/herself (Oyserman et al., 2012).

Self-Concept: Self-concept encompasses the broad set of beliefs a person holds with regards to their perception of roles, nature, qualities and behavior (Weiten, Dunn, & Hammer, 2012). Self-concept is the sum of how a person perceives their various identities (Oyserman et al., 2012).

Review of Literature

Research in professional development in education offers a vast array of frameworks, case studies, programs, and concepts for educational leaders to contemplate. Since the goal of the intervention for this problem of practice was to enhance the professional role of non-teaching staff in schools, it was important to understand how a sense of professionalism was created and enhanced a person's belief in his/her own capabilities. The needs assessment revealed the Teaching Fellows' frustrations over their role and how others perceive their job, so it was essential to examine how the intervention affected their sense of self within the organization. The following review of literature related to professional development, self-efficacy, and self-concept will shed light on how these elements are fundamental to the intervention and may guide future research.

The Value of Professional Development

Professional development is a critical topic in educational studies. Also termed "staff development," Sparks and Loucks-Horsley (1989) define it as "those processes that improve the job-related knowledge, skills or attitudes of school employees" (p. 41). Studies of professional development often emphasize defining its characteristics and activities, understanding how it changes teacher behavior, and its connection to student achievement. Professional development activities may fall into categories of individual-guidance, observation and assessment, involvement in an improvement process, training, or inquiry (Sparks & Loucks-Horsley, 1989). Or, activities may be broadly categorized as traditional training events such as workshops and conferences, or reform programs such as mentoring, coaching, and peer-learning groups (Garet, Porter, Desimone, Birman,

& Yoon, 2001). Studies in teacher behaviors and outcomes of professional development demonstrate the complexities of development models as the results and impact upon student achievement are varied (Desimone, Smith, & Phillips, 2013; Newmann, King, & Youngs, 2000; Wallace, 2009; Wei, Darling-Hammond, Andree, Richardson, & Orphanos, 2009). Despite the complexity and variation of studies in this field, it is evident that professional learning and skill development is a significant component of school improvement and community-building (Guskey, 1994).

Professional development as an intervention has potential for engaging Teaching Fellows within the school community, refining their professional skills, supporting their collaboration with other stakeholders, and strengthening their role in school operations and culture. Studies in professional development and its effects demonstrate the need for a culture of collaboration and learning, open communication, teamwork, and strong relationships between participants and leaders (Brouwer, Brekelmans, Nieuwenhuis, & Simons, 2012; Fitzgerald & Theilheimer, 2013; Hamilton and Richardson, 1995; Loucks-Horsley, Stiles, Mundry, Love, & Hewson, 2009). Furthermore, professional development activities are shown to be more effective for enhancing work-related skills when direct practice, sustained participation, and feedback are integrated into the model (Garet et al., 2001; Wei et al., 2009). As new aspects of the position take shape, Teaching Fellows in the VVL Academy system will be expected to collaborate with teachers for classroom support, provide student monitoring and care during lunches and recess, assist office staff with assorted projects, and manage the after-school care program. The diversity in their tasks requires that the Teaching Fellows know and understand several aspects of school operations and possess a variety of workplace skills.

Their supervisors will need guidance in training the Teaching Fellows and in providing ongoing support in order to help them build the professional knowledge and skills needed to ensure quality in school programs. Training will also reinforce the Teaching Fellows' participation in school activities and help them to advance their career within the organization. Establishing a structured professional development model would benefit these valuable members of the school workforce by improving their job skills and potentially strengthening their connection to the school community through guided collaboration with teachers and school-site leaders.

Guskey (1994) asserts, "Every modern proposal to reform, restructure, or transform schools emphasizes professional development as a primary vehicle in efforts to bring about needed change" (p. 2). Since school personnel carry out the major processes and actions that facilitate education for students, it is logical for school leaders to contemplate how to develop and support the talent of their staff. The process to support the professional growth of employees should be grounded in theory and guided by strategy. In reviewing the wealth of literature on professional development, Guskey (1994) offers six key principles as a guiding framework: 1) recognize change at the individual level and organizational level, 2) think big in terms of goals but start small in actions, 3) support team collaboration, 4) provide individuals with feedback, 5) provide sustained support and follow-up, and 6) integrate programs and strategies. These principles were utilized in the over-arching design of a professional development program for Teaching Fellows. Additionally, it is valuable to recognize what studies have shown to be critical characteristics for effective professional development to take

place, in guiding the design of learning opportunities and reflection activities that were included in the intervention.

Professional Development Practices

Best Practices. Numerous studies of professional development have sought to determine what features or best practices relate to positive effects on participants. Little (1987) suggested that activities designed to prepare staff for improving performance in present or future roles encompasses the broad spectrum of what may be considered as professional development (as cited in Desimone, 2009, p. 182). Since the field of activities that could be recognized as professional development is vast, it helps in the process of designing a professional development framework to summarize the recurring practices that are defined in the literature as the most valuable. Common elements of professional development that are cited as effective include:

- Sustained effort over time (Boyle, While, & Boyle, 2004; Dahlberg & Philippot, 2008; Garet et al., 2001; Johnson & Marx, 2009; Khourey-Bowers & Simonis, 2004; Killion, 2006; Penuel, Fishman, Yamaguchi, & Gallagher, 2007; Suppovitz & Turner, 2000);
- Intensive duration or contact hours (Desimone, 2009; Garet et al., 2001; Guskey & Yoon, 2009; Perkins & Cooter, 2013);
- Focused learning content (Garet et al., 2001; Greytak, Kosciw, & Boesen, 2013; Guskey & Yoon, 2009; Johnson & Marx, 2009; Khourey-Bowers & Simonis, 2004; Penuel et al., 2007);
- Active learning (Boudah, Blair, & Mitchell, 2003; Desimone, 2009; Garet et al., 2001; Guskey & Yoon, 2009; Khourey-Bowers & Simonis, 2004);

- Coherence (Bell, Wilson, Higgins, & McCoach, 2010; Desimone, 2009; Garet et al., 2001); and
- Collective participation (Desimone, 2009; Garet et al., 2001; Johnson & Marx, 2009; Khourey-Bowers & Simonis, 2004; Perkins & Cooter, 2013; Showers & Joyce, 2002).

The research on these practices in determining the impact of professional development models is immense. The breadth of this field has several implications for school leaders as they attempt to adopt best practices for professional development. First, there is no one-size-fits-all model for professional development. One study may support the use of professional discussion forums (Potts & Schlichting, 2011), whereas another may tout the advantages of intensive multi-session workshops (Bell et al., 2010). The activities and inputs of development will vary based on context and the needs of the stakeholders involved. Second, it is necessary to thoroughly analyze the context of professional development settings and the stakeholders. What may work for a rural high school may not work for an urban elementary school. Given the context of this intervention study and that there had been no formal professional development program in place for non-teaching staff, the intervention had to fit the needs of non-teaching staff, their schedules, the resources, and the culture of the organization. Primary concerns over communication, collaboration, and opportunity for growth were drivers for the intervention activities chosen. Determining what knowledge and skills would be targeted for the focused content of the professional development activities slightly varied based on the needs and goals of individual non-teaching staff members, but general content topics included understanding organizational structure, policies and procedures, learning to

work with students of various age levels, conducting classroom interventions and enrichment, learning classroom management techniques, and learning how to communicate with parents. Third, measuring the effects of professional development is a challenging proposition, so objectives, variables, and methods for research must be clearly established. Analyses of studies in professional development in education reveal that many lack valid, statistically-sound methodologies (Bell et al., 2010; Yoon, Duncan, Lee, Scarloss, & Shapley, 2007). Therefore, school leaders must be mindful of the validity and reliability of the research as they draw practices to implement in their organizations. For the purpose of the proposed intervention study, a mixed methods approach focused on variables of self-efficacy and self-concept in relation to professional development was utilized.

Comparisons to other school districts. The role of non-teaching staff members has proven difficult to summarize, since the role manifests differently across various educational organizations. As explored in chapter 1, there are limited empirical studies focusing on professional development or performance of non-teaching staff in K-12 education. Since the Teaching Fellow position includes some instructional tasks as a substitute teacher and classroom assistant, there may be a relevant connection to studies on Teaching Assistants. Small case studies of K-12 teacher assistants emphasize the importance of job-embedded training and opportunities for assistants to reflect and collaborate with teaching faculty (Burgess & Mayes, 2007; Jolly & Evans, 2005). Studies of teaching assistants in higher education also suggest that a formal approach to training and development is needed, and that a mix of direct instruction via workshops, active learning through job-embedded learning opportunities, feedback from mentors,

and collaborative reflection discussions are beneficial in increasing instructional skills (Kost, 2008; Shannon et al., 1998). These examples offer general guidance to support the value of creating a professional development program for Teaching Fellows; however, it is also helpful to review what other K-12 public school organizations are doing to support professional learning of non-teaching staff.

A comparison of programs in three public school districts' websites on professional development for classified-, support-, or non-teaching personnel reveals similar approaches. The Tucson Unified School District in southern Arizona indicated some opportunities for classified personnel to sign up for professional development classes online, but previous opportunities for tuition reimbursement were halted due to budgetary constraints (TUSD, 2015). The New York City Department of Education offers similar opportunities for teachers and administrators to take online coursework and has a few specific opportunities for school aides, secretaries, and paraprofessionals to participate in training workshops after-school and online to increase their qualifications and earn salary increases (NYC Department of Education, 2015). The Los Angeles Unified School District has a slightly more complex program through the Workforce Management Classified Training Branch that coordinates opportunities for classified personnel to take credits through external organizations toward an associates' degree, online and in-person professional development workshops, tuition reimbursement, and certificate programs with incentives for earning points toward salary increase (LAUSD, 2015). Each of these districts purported to offer some form of professional development via online or in-person workshops hosted by district and school leaders for the benefit of classified personnel. Classified or support personnel had the option to sign up for these

learning opportunities through an online portal. Also, each district listed connections to external community colleges or universities as a means for non-teaching personnel to gain professional learning credits. Clearly, these organizations contrast with the VVL Academy Charter Schools model in that they have a formal structure for employees to sign up and participate in professional development. The details of the training content were not explicit, though each district indicated that trainings would support non-teaching staff in their current positions, and in some cases, build credits for financial incentives. Since VVL Academy Charter Schools does not currently have a professional development program or model for Teaching Fellows, the use of learning workshops with content focused on building job competencies was a solid first step for the organization. It was hoped that this study would demonstrate that professional development for Teaching Fellows makes a positive difference for these employees, and that the program may be more formalized and expanded to replicate established practices modeled by TUSD, LAUSD, and NYCDE to include optional workshops, certification pathways, and an online system for coordinating professional development.

Connecting professional development to self-efficacy and self-concept.

Reviewing studies in professional development in education provides a broad understanding for why the intervention was proposed and how it was designed. In addition, consideration of the outcomes for this intervention must be highlighted through the selected evaluation components. Guiding concepts for evaluating the effectiveness of the proposed intervention included levels of self-efficacy and sense of self-concept. Self-efficacy and self-concept influence the behaviors of a person in relation to their job tasks and their interactions with others (Bandura, 1997; Bandura, 2006; Marsh, 2008).

Examining these variables in relation to the intervention activities of professional development and evaluation offered a concrete way to frame the study and its effects on behavior and beliefs of the Teaching Fellows. The following sections will define these variables and their relationship to the intervention.

Self-Efficacy

What is self-efficacy. In the vast realm of research on cognition and learning, psychologist Albert Bandura developed social cognitive theory and introduced the key construct of self-efficacy (Judge, Jackson, Scott, & Rich, 2007). Social cognitive theory is one of the most prominent learning theories studied in psychological research and has been said to be "one of the few grand theories that continues to thrive at the beginning of the 21st century" (Zimmerman & Schunk, 2003, as cited in Judge et al., 2007, p. 107). As one of its key constructs, self-efficacy represents an individual's beliefs about their ability to do tasks and achieve goals (Bandura, 1997, 2006). A person's belief about his/her capabilities translates into behaviors and actions (Schunk, 2012). Bandura (1997) stated, "People's levels of motivation, affective states, and actions are based more on what they believe than on what is objectively true," (p. 2). In a work setting, all employees hold certain beliefs about their capabilities to perform work tasks and take on challenges. These beliefs may be shaped by observations and/or experiences. Sources of self-efficacy include mastery experiences, vicarious experiences, verbal persuasion, and physiological and affective factors (Bandura, 1997, 2006). Mastery experiences include past performances in which a person was successful, leading to higher self-efficacy, or unsuccessful, leading to lower levels of self-efficacy (Bandura, 1997). Vicarious experiences are when a person sees another person model a behavior and attain a certain

result, thereby empowering a person to visualize their own ability to achieve similar results (Bandura, 1997). The final two sources are verbal persuasion, which is verbal reinforcement from others that affirms or disaffirms belief in one's capabilities, and physiological and affective factors, which may include strength, stamina, mood, arousal, and emotional cues. Figure 2 offers a visual representation these key sources and the transference of self-efficacy to various outcomes.

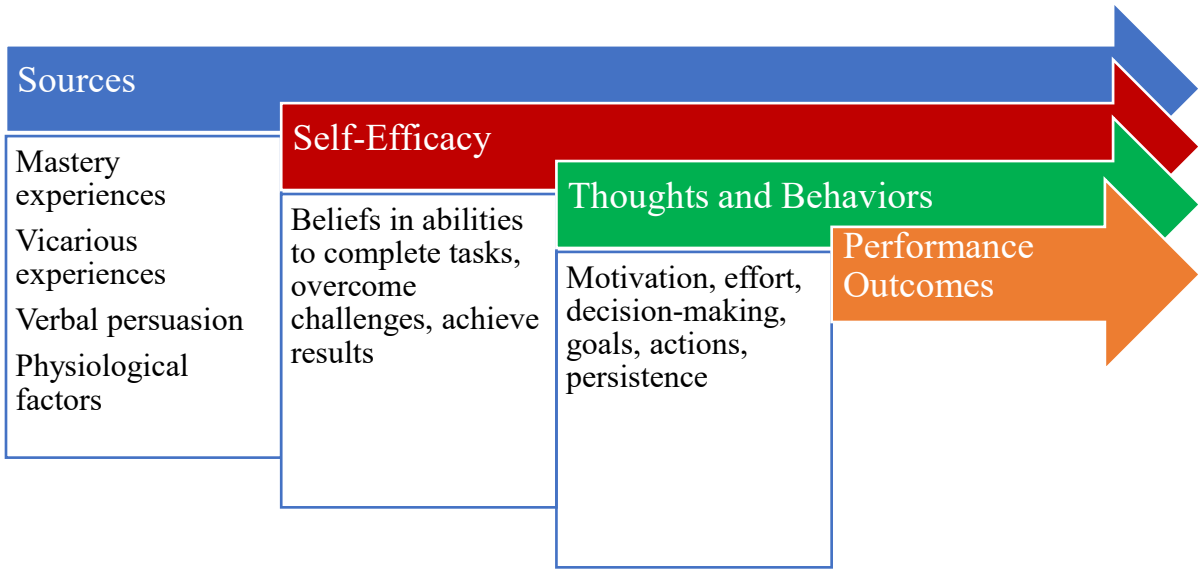

Figure 2. *Components of Self-Efficacy*. This figure represents variables that may be sources of self-efficacy and how these relate to thoughts, behaviors, and outcomes.

Self-efficacy can be a powerful influence on thoughts and actions. How one perceives their abilities to achieve tasks and goals impacts their effort, motivation, decision-making, goals and persistence (Bandura, 1997, 2006). Bandura (1997) emphasizes the importance of cognitive processing through self-reflection in the development of efficacy, because one's self-appraisal of performance is essential to the

sources of self-efficacy. Self-efficacy can be a predictor of performance as it influences selection of work tasks and goal-setting, and it affects an employee's effort and persistence in learning new tasks (Lunenberg, 2011). It has a dynamic effect on a person's approach to work tasks and may influence interactions between stakeholders in the professional environment. The implications of this for organizational leaders is that decisions regarding hiring, promotion, training and development, and goal-setting for employees may need to include consideration of the individual's self-efficacy regarding work-related tasks (Lunenberg, 2011). The relationship between professional development and self-efficacy can be viewed as one with plausible causality. Professional development may offer an opportunity for school leaders to influence the employees' levels of self-efficacy by creating vicarious experiences, using verbal persuasion, and introducing opportunities for mastery experiences, in order to enhance the employees' learning and belief in their own abilities. Understanding self-efficacy can inform the approach school-site leaders take in assigning tasks to certain groups of employees, offering training for employees, and in designing future career paths for staff members.

Impact and form of studies on self-efficacy. Reviewing the multitude of studies on self-efficacy in education may provide insight for how Teaching Fellows can strengthen self-efficacy in both instructional and non-instructional responsibilities. Studies in self-efficacy in education frequently examine the impact of professional development on teacher efficacy (Dixon, Yssel, McConnell, & Hardin, 2014; Khourey-Bowers & Simonis; 2004; Martin, McCaughtry, Hodges-Kulinna, & Cothran, 2008; Ross & Bruce, 2007). The driving assumption is that targeting a specific aspect of a teacher's

tasks, building knowledge of the task through professional development, and providing experiential practice opportunities, will improve self-efficacy and have a positive impact on student achievement. Studies linking professional development and increased levels of teachers' self-efficacy cover a diverse array of content areas and topics and utilize various efficacy scales and instruments. For example, Dixon et al. (2014) examined the relationship between teacher efficacy in differentiating instruction and professional development by surveying teachers using Tschannen-Moran and Woolfolk Hoy's (2001) Teacher Self-Efficacy Scale, Woolfolk and Hoy's (1990) Teacher Efficacy Scale, and another self-report questionnaire generated by the researchers to gauge levels of efficacy and experiences spent in professional development. The participants in this study included 41 teachers from K-12 schools in two vastly different school districts in terms of socioeconomic factors; the results indicated that, regardless of the school, teachers who had more hours (10+) in professional development focusing on differentiated instruction had high levels of teacher efficacy (Dixon et al., 2014). Another study by Martin et al. (2008), compared teacher efficacy levels in physical education teachers using two self-report questionnaires, the Exemplary Physical Education Curriculum assessment and a teacher efficacy scale developed by Bandura (1990). In contrast with Dixon et al.'s (2014) study that solely relied on self-reported information on professional development participation, Martin et al. (2008) administered the surveys multiple times and compared differences between a control group who received no professional development, a treatment group that participated in one full-day professional development workshop, and a second treatment group that participated in three full-day workshops and two collaborative site visits with veteran teacher mentors. The results indicated that

participation in the initial professional development workshop had a significant impact in increasing teacher efficacy levels for both treatment groups, though interestingly enough, there was limited differences in results for the group that participated in extended professional development opportunities (Martin et al., 2008). However, the group that only participated in one professional development workshop also reported more instances of stress and overload when it came to implementing instructional innovations based on the workshop content (Martin et al., 2008). This may indicate that the subsequent participation in development opportunities helped teachers to manage and maintain teacher efficacy more easily.

Some studies directly report design connections to Bandura's sources of self-efficacy. Khourey-Bowers and Simonis (2004) conducted a longitudinal study of a professional development program with over 100 participants from four different cohorts; the program was designed for chemistry teachers who participated in 10 full days of training over a ten-month period designed to enhance content knowledge, teacher efficacy, and outcome expectancy for student achievement. The professional development sessions were based on Bandura's (1997) sources of self-efficacy and included mini-lectures, demonstrations, activities, opportunities to teach lessons, and reflection discussions (Khourey-Bowers & Simonis, 2004). A mixed methods approach using the Science Teaching Efficacy Belief Instrument (STEBI) Form A for in-service teachers and qualitative interviews and post-session evaluation surveys allowed for a breadth of data collection discussions (Khourey-Bowers & Simonis, 2004). The results indicated that both personal science teacher efficacy and outcome expectancy significantly increased over time for teachers who participated in the professional

development program (Khourey-Bowers & Simonis, 2004). It was clear that the depth of activities and opportunities to engage in vicarious experiences, verbal persuasion, and mastery experiences was carefully crafted by the designers of the program. This implies the need for professional development program design to incorporate social interactions among participants, active learning, and opportunities for reflection, in order to have a greater impact on efficacy.

Another teacher efficacy study conducted by Ross and Bruce (2007) also made connections to design of professional development activities and Bandura's four sources of teacher efficacy. Ross and Bruce (2007) compared efficacy for a control group with a treatment group, who participated in a full-day workshop along with three two-hour sessions after-school with focused content on standards-based mathematics teaching. During the sessions, presenters would model for the participants, the participants would then apply their learning to their classrooms and collect artifacts to demonstrate evidence of implementation, and then during follow-up sessions the participants would discuss and reflect upon their experiences (Ross & Bruce, 2007). The study adapted Woolfolk and Hoy's (1990) Teacher Sense of Efficacy scale and included sub-scales to measure engagement, teaching strategies, student management, and mathematics teaching (Ross & Bruce, 2007). The results of this study demonstrated that teachers in the treatment group demonstrated an increase in efficacy for classroom management (Ross & Bruce, 2007). Though the study did not demonstrate universal increases teacher efficacy for all subscales, it does show the complexity of measuring self-efficacy and in designing studies based on Bandura's principles. Ross and Bruce (2007) focused much of their efforts in providing mastery experiences and vicarious experiences through the design of

professional development opportunities. These sources of self-efficacy may be easier to frame in designing professional learning opportunities, because verbal persuasion is derived from the participants and presenters themselves and cannot be forced. Moreover, physiological and affective factors are nearly impossible to control, because these are based on individual's experiences and contexts.

A final study for consideration is Tschannen-Moran and McMaster's (2009) quasi-experimental examination of four different professional development formats based on Bandura's sources of self-efficacy and their impact on teacher efficacy in instruction. The study included 92 primary teachers from five different public school systems. Participants were divided into four treatment groups; the first treatment group participated in a three-hour workshop on Tucker Signing Strategies for Reading, the second group participated in the workshop and saw other teachers model the strategies, the third group received the workshop and modeling and guided practice, and the fourth group participated in the workshop, modeling, practice, and received coaching (Tschannen-Moran & McMaster, 2009). Like the aforementioned studies, Tschanenn-Moran and McMaster (2009) also used self-reported questionnaires as pre- and post-test tests and included the Teacher Sense of Self-Efficacy Scale, adapted items of Teacher Self-Efficacy for Reading Instruction instrument, and a survey to gauge implementation of the Tucker Signing Strategies for Reading. The study produced mixed results in terms of the participants' levels of self-efficacy beliefs, highlighting the difficulties of gauging self-efficacy, the importance of professional development format, and the positive reinforcement provided to participants who received ongoing coaching to implement new skills (Tschannen-Moran & McMaster, 2009). It is important to recognize that self-

efficacy in education is extraordinarily complex and difficult to fully measure; however, reviewing studies in this area of research offers guidance in constructing professional development frameworks and support for pursuing the goal of raising levels of self-efficacy for educators.

All of these studies give some evidence of positive correlations between professional development and higher levels of teacher efficacy. Given the nature of self-efficacy research and the importance of context, data collection methods utilized in these studies were largely based on self-reported surveys (Dixon et al., 2014; Khourey-Bowers & Simonis, 2004; Martin et al., 2008; Ross & Bruce, 2007; Tschannen-Moran & McMaster, 2009). Self-reported survey data poses some limitations on transferring or expanding the implications of these studies, yet the consistent result of positive increases in teacher efficacy would suggest there is significance in using professional development to shape teacher beliefs about their own abilities. Modes for delivering professional development varied between the studies; but, there is evidence to support the core professional development feature that duration, or time spent, by participants correlates to increases in self-efficacy (Dixon et al., 2014; Khourey-Bowers & Simonis, 2004). Though all of these studies focus on teachers as participants, there were relevant implications for the intervention designed for Teaching Fellows. Many studies offered broad interpretations and discussion of concepts related to professional development that are adaptable for many fields of work and positions. Also, since a goal for Teaching Fellows in VVL Academy Charter Schools is to develop competencies in teaching and learning, it seemed logical to apply study findings involving teacher participants to the proposed intervention study.

Connection between professional development and self-efficacy. Exploring the link between professional development and self-efficacy offers potential for school leaders to positively impact employee beliefs. As previously stated, studies of teacher efficacy in relation to professional development indicate that professional learning opportunities, whether through workshops, discussions, or experiential practice, can lead to greater levels of self-efficacy (Dixon et al., 2014; Khourey-Bowers & Simonis; 2004; Martin et al., 2008; Ross & Bruce, 2007; Tschannen-Moran & McMaster, 2009). Higher levels of belief in one's own ability to complete tasks and achieve goals may affect a person's inclination to take on more challenging work responsibilities, whereas lower levels of self-efficacy could lead to lower motivation to take on work tasks (Lunenberg, 2011). For the given problem of practice, professional development could offer a source of motivation for non-teaching staff as it would provide opportunities for growth. Due to the diverse nature of the Teaching Fellow role and their various career goals, identifying current levels of self-efficacy towards different tasks and responsibilities of their position was critical for tailoring the design of professional development workshops in this study. After professional development activities were implemented, changes in self-efficacy were measured to further identify what aspects of the Teaching Fellow role and organizational policy, structures, and protocols need to be reinforced or clarified for future program development. Just as studies in professional development and teacher efficacy covered an array of topics, the examination of diverse aspects of the Teaching Fellow role was supported through customized professional development with the intention of contributing to greater levels of self-efficacy for the Teaching Fellows.

Self-Concept

What is self-concept. According to educational psychologist Herbert W. Marsh (2008), "self-concept is one of the oldest and most important constructs in social sciences" (p. 447). Self-concept is broadly conceived as a person's perceptions of self that are influenced and reinforced by interactions with other people and one's interpretation of the environment (Marsh, 2008; Shavelson & Bolus, 1981; Shavelson, Hubner, & Stanton, 1976). Self-concept differs from self-efficacy, which represents one's assessment of capabilities (Schunk, 2012), and it encompasses more than self-esteem, which is a component of self-concept that involves a "personal judgment of worthiness that is expressed in the attitudes the individual holds toward himself" (Coopersmith, 1967, pp.4-5). Self-concept goes beyond an assessment of capabilities to do tasks and encompasses an evaluation of one's personal traits and relationships with others (Friedman & Farber, 1992).

Shavelson et al. (1976) generated a model to explicate the various facets of self-concept and described it with the following seven characteristics: organized, multi-faceted, hierarchical, stable, developmental, evaluative, and differentiable (p. 411). Organization refers to the categories based on experiences in which one thinks about or represents their self-concepts, and the means of categorization reflect multiple facets of how an individual identifies within different contexts. Within this model there is a hierarchy, and so self-concept can be thought of as a general category, or broken down into academic components such as self-concept regarding specific subject areas or non-academic self-concepts that may include social, emotional, and physical perceptions of self. Another feature of self-concept is its stability at more general levels, and potential

for instability when one examines situational instances that may influence a particular category of self-concept. Furthermore, self-concept is developmental, and as we progress from young children to adults, we develop more categorizations of our self-concepts based on contexts and situations we encounter. The evaluative nature of self-concept means that as we develop a sense of self, we go beyond describing our self-concept as we actively evaluate or judge ourselves based on the situation, established ideals, and/or comparisons to peers. Finally, the seventh feature of self-concept is that it is differentiable from other related psychological and behavioral constructs. (Shavelson et al., 1976)

Understanding the dimensions of self-concept may serve as a foundation for examining its impact on the individual and his/her interactions with others in different environments. Self-concept can be seen as both an outcome of an individual's experience and context, and as a variable that influences one's behaviors which in turn influences outcomes (Marsh, 2008; Shavelson et al., 1976). Through a review of research, John Hattie (1992) explored several models and measurements of self-concept and offered that much of what we know about self-concept is implicit, it is unique to the individual, and that it may affect our behaviors and relationships. This suggests that in designing the intervention for this problem of practice, the unique context and social interactions amongst participants had to be acknowledged. One of the primary goals of this research is to professionalize the role of Teaching Fellows, so it made sense to examine the connection between self-concept and professional identity in order to assess what leaders can do to have a positive influence on the self-concept of employees. It is possible that with careful planning of professional learning activities, the Teaching Fellows' self-

concept may be shaped through their interactions with supervisors and teachers, and the opportunities given to them to develop their professional identity.

Self-concept and identity. Self-identity and self-concept are closely intertwined as concepts that play a role in employee interactions and professional growth. Self-concept orientations may affect how a person self-identifies with the organization, workgroups, or other individual co-workers (Cooper & Thatcher, 2010). Cooper and Thatcher (2010) explored several models and studies in cross-cultural and gender research to expand understanding of self-concept and identity in organizations. Their framework described how different self-concept orientations (individual, relational, collectivist) relate to identification motives (self-enhancement, self-consistency, self-expansion, uncertainty reduction, personalized belongingness) (Cooper & Thatcher, 2010). The inference from this analysis is that leaders must better understand their employees' self-concept orientations and identification motives to create structures in the workplace that will best support and foster positive self-concept. Understanding the unique differences of individual employees and how they identify with others in the school organization may influence the approach school leaders take in developing workgroups and training opportunities. To further this construct, social identity theory examines the individual's concept of self in relation to social groups within an organization (Tajfel & Turner, 1979). Tajfel and Turner (1979) postulated that individuals develop organizational identity and "in-group" mentality based on the types of tasks they do and how they perceive those tasks relate or are similar to others. How one perceives their role and status within the organization can affect their self-concept and behaviors (Tajfel & Turner, 1979). The needs assessment study indicated the

Teaching Fellows rated themselves as slightly lower in value for shaping school culture in comparison to teachers, supervisors, students, and parents, and that several non-teaching staff members felt others perceived them as lower in hierarchical status in the school community. The way in which the Teaching Fellows perceive themselves and their relationships to other staff members may affect their attitudes toward their job. In addition to reviewing general theoretical frameworks concerning self-concept and identity, it is helpful to focus on specific studies that explore the development of professional identity.

Studies that examine transitions in professional careers offer insight as to the experience of individuals as their workplace identity evolves. Ibarra (1999) conducted a qualitative study of junior professional consultants and investment bankers through a series of in-depth interviews and found that workplace professional identity development most often occurs through the following actions: observation of potential identities, experimentation with different identities, and the evaluation of image and identity based on internal and external feedback. These tasks allow an individual to actively shape their sense of self-concept and identity as they adapt to a new role (Ibarra, 1999). Similarly, Ronfeldt and Grossman (2009) used qualitative methods to analyze the transition of adult students into their professional careers of teaching, clergy, and clinical psychology. It was found that many students in professional programs experienced some inconsistencies or contradictory experiences in their opportunities to construct, experiment with, and evaluate "provisional selves" (Ronfeldt & Grossman, 2009). The process of examining fears and desires for professional identity, and having opportunities to practice a professional persona through job-related work experiences, revealed the challenges for

employees, as realities of the workplace often contradicted the expectations of novice professionals (Ronfeldt & Grossman, 2009). Based on the qualitative interviews and focus groups, the authors argue for more authentic opportunities for young professionals to practice and evaluate their provisional selves in work settings and to have professional education programs more closely align theories and concepts from coursework to the realities of the workplace (Ronfeldt & Grossman, 2009). From these two studies, we can see similarities across various work industries in that the transition for employees to build their professional identity requires multiple opportunities for individuals to observe, practice, and evaluate aspects of their role in an authentic setting.

School employees may adjust their behaviors, attitudes, and beliefs as they attempt to take on different professional identities to determine their concept of self in the workplace. Leaders must be cognizant of how behaviors of employees may be motivated by the employees' attempt to establish their professional identity and enhance their self-concept. Moreover, there is evidence of a relationship between teachers' self-assessed effectiveness and their level of global competence as part of self-concept (Zlatkovic, Stojiljkoic, Djigic, & Todorovic, 2012). A study by Zlatkovic et al. (2012) examined 120 teachers' perceptions using a self-concept scale and inventory of teachers' roles; it was concluded that global competence -a subjective feeling of capability for any action and its successful performance – had a statistically significant correlation to all areas of the teacher inventory, in which teachers self-assessed their roles as a teacher, motivator, evaluator, cognitive diagnostician, partner in affective interactions, and regulator of social relations in the classroom. What this signifies for school leaders is that in the process of professional development, there may be an added benefit of focusing on self-

concept as it can relate to the individual's self-assessment of their performance and capacity to improve their work-related performance. Developing a positive self-concept of the Teaching Fellow role may be influenced by the approach used for fostering professionalization through the intervention. Collaboration with fellow staff members, opportunities to take on different job tasks, and reflection are all aspects of a professional development framework that would allow non-teaching staff to develop positive, professional identities.

How to shape self-identity and self-concept through professional development. Battey and Franke (2008) stated that "identity is shaped by the knowledge and skills we acquire and shapes the knowledge and skills we seek to develop" (p. 128). Professional development has the potential to build knowledge and skills of the Teaching Fellows, which may shape their professional identity and self-concept. Battey and Franke (2008) conducted a qualitative study in a low-performing elementary school with math teachers as participants in workgroup professional development focused on teaching algebra. The comparison between participants illustrated the importance of professional identity as to how teachers implement strategies and concepts learned from professional development participation and suggests that a more in-depth, authentic approach that enables practice be used to support participants (Battey & Franke, 2008). The ways in which individuals engage in professional development are influenced by personal beliefs and backgrounds, so setting norms for participation may augment the individual's ability to engage and learn from development opportunities as they shape their professional identity (Battey & Franke, 2008).

Another study involving group-based professional development by Davies (2012) used mixed-methods data collection through focus groups, questionnaires, and examination of a final report to analyze the outcomes for a group of teachers from three different schools that participated in creative action research. The professional development activities focused on collaborative group work to establish the structure of a specific creative learning model for students with disabilities (Davies, 2012). According to Davies (2012), the results of this study showed, "the professional identities of the participants evolved as they focused ever more closely on personalized approaches to learning and empowering learners through sharing the responsibility for learning with them" and that the "participants defined themselves much more through what success learners were achieving on a broad front, including the development of confident responses from them, rather than simply test-based achievement" (p. 69). Davies's (2012) study gave support to the body of research that shows professional learning communities (PLCs) as a form of professional development can have a powerful impact on individual identity. The vision and shared values that coalesce during group activities tend to have a dynamic impact on the individuals.

Finally, it is important to revisit the power of individual, personal background in the formation of self-concept and what this may imply for professional learning. Bukor (2014) offered a qualitative study of language teachers' exploration of personal and professional identities in relation to self-concept and teaching. The six-month study took a heuristic research form, using analysis of journaling and in-depth interviews to illustrate the impact of experiences based on family, education, and career choice that influence a teacher's sense of professional identity (Bukor, 2014). Bukor (2014) stated, "Teacher

identity is an intricate and tangled web of influences and imprints rooted in personal and professional life experiences" (p. 323). Bukor (2014) suggested that professional development program developers recognize the influence of personal experience with professional experience and recommended for that such programs for in-service teachers address both professional and personal aspects of being a teacher. This research relates to Shavelson et al.'s (1976) model for self-concept by illustrating its multifaceted nature and the many levels in which one may define his/her self-concept and role. Studies in self-concept in education show the dynamic nature of self and group identities that may influence an educator's evaluation of self and level of engagement in group activity (Battey & Franke, 2008; Bukor, 2014; Davies, 2012). Self-concept can be a powerful factor in guiding the thoughts and actions of an individual within their work environment (Marsh, 2008; Shavelson et al., 1976). Consideration of how employees build a sense of self-concept through professional development influenced the design and implementation of learning activities for the intervention model in this study.

Implications for an Intervention Model

A review of literature in professional development in education, self-efficacy, and self-concept demonstrates the need for a flexible, yet consistent approach to the professionalization of non-teaching staff in K-12 public schools. Guskey (1994) contended that finding the "optimal mix" of professional development strategies can be challenging and must fit the context of the organization and its employees. The review of literature in professional development, self-efficacy, and self-concept revealed that there is a plethora of forms through which leaders and researchers deliver professional development opportunities, and it was evident that no two studies were identical.

However, there were themes that emerged, such as the need for targeted learning, evaluation of learning, collaboration with others, and the use of self-report questionnaires to measure the outcomes of professional development activities. To synthesize the key concepts from the literature, core features of the intervention model for this study included a mix of professional development activities, sustained effort, active learning, collective participation, opportunities for vicarious and mastery experiences, verbal persuasion, and evaluation of learning experiences.

The structure of the intervention professional development model incorporated a mixture of activities, the primary ones being targeted learning workshops and reflection sessions with guided discussion. In addition, the Teaching Fellows had the opportunity to apply their learning through their weekly job tasks. Since variety of professional development activities is optimal (Showers & Joyce, 2002), the structure of the intervention model was designed to support this concept by balancing time spent in learning workshops versus reflection discussions. The intervention model for this study consisted of targeted professional development sessions based on the learning needs of non-teaching staff to build their levels of self-efficacy in areas of classroom management, academic coaching, assessment, relationship-building, and school culture. Workshops as a means for professional learning are one of the most fundamental methods used for employee development and can be highly effective when connected to practice and followed up with ongoing reflection (Guskey & Yoon, 2009; Loucks-Horsley et al., 2009; Wei et al., 2009). Reflection sessions took place a week after each professional development session to allow non-teaching staff to think about their application of the learning, set professional goals, and develop their sense of professional self-concept.

As demonstrated in the review of literature, there is no single approach that will work for all employees, so customization and flexibility are necessary. Effective strategies to guide professional development efforts include sustained effort, substantial duration, structured content, active learning, collective participation, and coherence to organizational standards (Desimone, 2009; Garet et al., 2001). Sustained effort means that the development needs to take place over a longer period of time rather than a short, one-time workshop (Garet et al., 2001; Wei et al., 2009), so the intervention model was designed to take place over a series of four months with at least 12 sessions altogether. The design of each workshop was structured to address a specific learning topic for focused, structured content that directly related to job responsibilities and topics relevant to Teaching Fellows. Collective participation means that participants have the opportunity to interact with colleagues during the learning process and engage in discourse (Desimone, 2009). Therefore, the intervention workshops and reflection sessions were designed to be discussion- and activity-based to encourage collaboration between the Teaching Fellows with veteran teachers and managers who led the sessions. This also tapped into the idea that learning must be active, and the Teaching Fellows were encouraged to apply their understanding to tasks of substitute teaching, monitoring, and academic coaching throughout each week.

The ideas of collective participation and active learning also relate to concepts synthesized from studies in self-efficacy. In applying key concepts from studies in self-efficacy to the intervention, the idea of using Bandura's sources of self-efficacy in professional development was modeled after studies by Khourey-Bowers & Simonis (2004), Ross and Bruce (2007), and Tschannen-Moran and McMaster (2009). Each of

the studies described professional development activities that enabled participants to engage in vicarious experience through observations and discussions, mastery experiences through practice and application, and verbal persuasion through discussion and coaching (Khourey-Bowers & Simonis, 2004; Ross & Bruce, 2007; Tschannen-Moran & McMaster, 2009). The intervention model included opportunities for Teaching Fellows to discuss their experiences, observe modeling from a veteran teacher, receive direct coaching and encouragement from leaders, and between sessions they were asked to apply learning to their various job responsibilities as practice.

Finally, self-concept relates to self-identity within an environment and was strategically incorporated into the structure of the intervention model as well. Self-concept can affect thoughts, motivations, and actions as an individual interacts with others (Marsh, 2008; Shavelson et al., 1976). To enhance the Teaching Fellows' sense of self-concept, professional development and guided reflection activities were meant to support their sense of professionalism and allow them opportunities to experience different aspects of professional identity as they developed more advanced professional knowledge and skills and identified clear career goals. Ibarra (1999), and Ronfeldt and Grossman (2009), both highlighted the importance of allowing learners to experiment with provisional selves and allowing them opportunities to observe, practice, and evaluate. The mixture of targeted learning workshops that included some observation of modeling, the time to practice skills through their work, and the follow-up of reflection sessions was intentionally designed with the idea that these activities would support the development of self-concept and self-identity. Furthermore, self-concept is affected by the relationships that are built amongst stakeholders, so incorporating collaborative

experiences into professional learning should foster community and positive relationships. Davies (2012), and Battey and Franke (2008), demonstrated the ways in which interactions in a workgroup can enhance the individual's development and sense of self. The intervention model's key components were based on the Teaching Fellows learning together as a group and having the opportunity to share their individual perspectives through their discussions. By providing a structured framework for professional learning, it is hoped that in the future school leaders will be empowered to support non-teaching staff, include them as stakeholders in organizational development strategy, and strengthen their role in the school community.

Description of the Intervention

To professionalize the role of non-teaching staff within the organization, the intervention activities included professional learning workshops interspersed with follow-up reflection sessions. The study took place over four months in the winter and spring of 2015-2016. Participants in this study included Teaching Fellows from two selected school campuses. The intervention design included a treatment group and a control group. One campus hosted the treatment group and a similar campus hosted the control group. Both groups of participants took a survey as a pre-test and as a post-test to assess their levels of self-efficacy and self-concept. This was done in order to examine the impact of the intervention. Participants were also asked to volunteer to be interviewed at the end of the study. A detailed analysis of quantitative and qualitative data was utilized to compare the control and treatment groups.

Professional Development Workshops

The treatment, training for Teaching Fellows, occurred through on-site professional development workshops designed to address to job competencies required for their position. Workshops were created and delivered by school-site managers and veteran teachers two times a month for three-four months or a total of six sessions. Each session lasted approximately one hour and was followed by a collaborative discussion forum on alternate weeks. The primary content for the workshop sessions focused on:

- classroom management and discipline,
- student motivation and support,
- assessments and evaluation of student progress,
- academic interventions with students who are low-performing or at-risk,
- communication and relationships with parents, and
- building a positive climate and school culture.

Topics for professional development workshops were selected because of their relevance to the needs assessment data, direct connection to job expectations for Teaching Fellows, and connection to subscales of teacher self-efficacy included in the pre- and post-test surveys. The needs assessment results indicated that Teaching Fellows desired more involvement as instructional assistants in classrooms and as academic support coaches for struggling students, that they needed clearer expectations for job responsibilities and a better understanding career opportunities, and that they wanted to collaborate more with teachers, staff, and supervisors to strengthen their connection to the school community. By having experienced teachers and supervisors facilitate the workshops, the Teaching Fellows were able to collaborate with them as they learned

valuable instructional skills and expectations for various aspects of their jobs. Also, the content of the workshops was directly related to job tasks such as substitute teaching, classroom assistance, tutoring and academic support, managing school before- and after-school programs, assessing student progress, proctoring assessments, and assisting directors and deans with student discipline. The topics selected were applicable to both the instructional and non-instructional domains of the Teaching Fellow position. These competencies were also reflected in subscales of the measurement tools that were utilized in the pre- and post-test questionnaires on self-efficacy.

As indicated through the implications of the review of literature in professional development, self-efficacy, and self-concept, it was important that the workshops involved active learning and collective participation. Most workshops followed a basic lesson structure with a heavy focus on discussion. Though each workshop leader had a slightly different delivery method, the general activities in each session involved the following:

1) **Anticipatory set as an introduction to the topic.** For instance, one workshop leader asked participants to start by writing their own definition of classroom management. In another workshop, the leader asked the participants to write a description of a teacher who had the greatest impact on them as learners. After writing for two-three minutes, the participants were asked to share with a partner what they had written.
2) **Direct instruction of the topic.** The topic of the workshop was introduced through handouts or a Power-Point created by the leader. For example, the workshop leader for academic interventions used an outline for talking points

on identifying problem areas for students, tailoring interventions to needs, helping students how to learn through questioning strategies and goal-setting, and study skills with a list of study activities.

3) **Modeling.** When appropriate to the workshop topic, the leader would model a practice for the Teaching Fellows. For example, in the classroom management session, the leader demonstrated teacher signals he uses for gaining attention and also gave an example of a whiteboard activity that keeps all students engaged. In the workshop on communications and relationships with parents, the leader printed out examples of a generic email template that the Teaching Fellows could use in corresponding with parents regarding academic support coaching for their children.
4) **Discussion.** Within the direct-instruction component and after modeling activities, the leader would ask open-ended questions to the group to solicit their feedback on experiences they have had, effective practices, and thoughts on application of content. Discussion was often conducted with the entire group, but some leaders opted to use think-pair-share as a lead in for each discussion.
5) **Summary through goal-setting or review of concepts.** At the end of each workshop, the leader would ask participants to think of a goal, question, or final thought they had regarding the content learned. They would either write down their idea or share it with the group. At the end of each session, the leaders would encourage the Teaching Fellows to actively practice a new skill

or concept during that week so that they could discuss their experience during the following reflection session.

Reflection Forums

Each week following a professional development session, participants contributed to a guided discussion to facilitate reflection upon their learning. The goals of the reflection sessions were to provide professional support, guidance, and communication with Teaching Fellows. The sessions were meant to allow them to think about how their progress in applying skills and knowledge learned from the workshops. Sustained involvement in professional development and the use of feedback are valuable components of professional learning (Garet et al., 2001; Guskey, 1994; Wei et al., 2009). Moreover, the opportunity to evaluate one's learning is vital to enhancing one's sense of professional identity and self-concept (Ibarra, 1999; Ronfeldt & Grossman, 2009). Each reflection session lasted one hour and was guided by questions that asked Teaching Fellows to reflect on how they had applied previous learning to their work, what areas they needed additional support, and any new revelations they had relating to the topic. Allowing participants an open forum to discuss their previous learning from a workshop and how they had or had not successfully applied the learning was meant to encourage participants to think critically about their current levels of knowledge and/or skill and to set goals for how they can achieve greater efficacy and confidence in each domain covered in the workshops. Also, the feedback from Teaching Fellows in the needs assessment indicated a strong desire for collaboration and communication. Reflection forums allowed them to interact with one another, as well as teacher-leaders and supervisors to increase their sense of connection as professional members of the school

community. As mentioned in the review of literature, core components of effective professional development such as sustained effort, focused content, active learning, and collective participation (Guskey, 1994), were embedded in the process design of the intervention. Outcome measurements for the intervention's impact on self-efficacy and self-concept were meant to indicate its level of success in enhancing the professional role of Teaching Fellows.

Intervention Program Objectives

The driving goal of this research was to professionalize the role of non-teaching staff within a K-12 charter school system. The proposed intervention to support this goal was based on the idea that all stakeholders have something meaningful to contribute to a school community, and by supporting their development, non-teaching staff can be a significant asset to the school organization. By purposefully addressing the professional needs of non-teaching staff members, educational leaders may unleash the potential of school employees for the benefit of both the employees and the school environment overall. The content of the professional development workshops and reflection forums allowed Teaching Fellows to be active learners as they acquired knowledge and skills needed to perform instructional and non-instructional duties related to their job. It was hoped that as they developed knowledge and skills in areas such as classroom management, student discipline, academic interventions, assessment, parent relationships, and collaboration, they would be in a better position to apply for teaching positions in future years with the organization. The intervention program objectives for this study were: (a) to understand the relationship between professional development, self-efficacy, and self-concept, (b) to examine the relationship between professional development and

organizational strategy, (c) to enhance human capital development strategy by focusing on variables of self-efficacy and self-concept for a specific population of employees, and (d) to expand existing research on the role of non-teaching staff in K-12 education.

Analysis of Intervention Proposal

The proposed intervention had the potential to solidify the role of Teaching Fellows in a K-12 charter school system, resulting in multiple benefits for the school. The foundation of the intervention design capitalized on best practices from studies in professional development. Though the study itself was limited by time, the four months that participants in the treatment group engaged in professional development and reflection sessions covered 40% of the school year. Implementation of professional development workshops and reflection sessions was designed to encourage collaboration with other staff members and support focused content learning. The intervention design offered an opportunity for Teaching Fellows to develop skills and knowledge to empower them in their work and build their capacity to expand their role or take on new jobs within the organization in the future. The focus on self-efficacy and self-concept in outcomes of the program provided a means to measure the effects of professional development. These concepts are deeply intertwined with employee performance and the dynamics of organizational culture, so if the intervention proved to have positive effects on Teaching Fellows, this could result in positive changes in the organization overall.

The study of the proposed intervention was not without limitations. The sample size was small, which limited the generalizability of the findings. Due to the small sample population available, this study was limited as an exploratory framework without the inclusion of power or effect size. In addition, there was limited control for the

differences between campuses. Naturally, different leaders will opt to structure the role and responsibilities of Teaching Fellows in slightly varied ways. Through the interview process and survey data, the documentation of differences in responsibilities was conducted for the final analysis. In addition, observation notes were taken to augment the data collection of differences between the control and treatment group's schools. Furthermore, the length of time for the study's implementation and data collection was limited so the intervention activities were simplified to fit the constraints. The previous needs assessment study revealed the difficulty in obtaining survey and interview data, given the limited amount of time participants had to engage in the study. It was expected that time would be a challenge for this study, and that this could limit the findings. Furthermore, the variables of self-efficacy and self-concept can be difficult to quantify and may be impacted by confounding variables. Examining self-efficacy for non-teaching staff must be tempered with an understanding that factors such as the environment, demographics, and personality may impact a person's level of efficacy. Self-concept may also be influenced by variables outside of the professional development provided in the intervention. Nevertheless, this study offered an opportunity to explore the valuable role of non-teaching staff in a K-12 charter school system. The potential benefits may lead to positive short-term changes for the schools and participants by enhancing the approach to professional development and learning for Teaching Fellows, as well as long-term outcomes of introducing a more comprehensive strategy of stakeholder inclusion to support the school community.

Research Goals

The role of non-teaching staff in the VVL Academy Charter Schools network has never before been studied in-depth with regards to professional development, self-efficacy, and self-concept. The proposed intervention program study assessed the impact of professional development on the participants' levels of self-efficacy and sense of self-concept. Furthermore, the study examined how professional learning may promote inclusion of this population within the school community. With the increasing responsibilities of the role of Teaching Fellows and their frequent interaction with students and parents, it is vital that school leaders strategically include them in human capital development. By developing this segment of the non-teaching staff population, the schools may experience a new sense of collaboration amongst employees, consistency in operations, and unity of culture. The Teaching Fellows may connect to veteran teachers and students in a more meaningful way when they have the skills to support students academically and the knowledge of the organization's philosophical approach to education. Solidifying the role and responsibilities of Teaching Fellows through professional development would provide clarity and emphasize the importance of this role to other school stakeholders. This may counter the findings of the initial needs assessment and lessen the current frustrations of these employees with their role. Teaching Fellows would also be able to increase their ability to move into other roles, if they so choose, in future years with the organization. The schools may also benefit from decreased staff turnover if the Teaching Fellows feel more connected and engaged as professionals in the organization. The long-term outcomes for professionalization of non-teaching staff may result in a more unified, collaborative school culture, and the

potential for improving professional development frameworks across the entire organization.

Research Questions for Intervention Evaluation

To assess the impact of the intervention, the two primary dependent variables for this study were self-concept and self-efficacy. The evaluation questions for this intervention study were:

RQ1: How does participation in targeted professional learning workshops and reflection discussions influence levels of self-efficacy of non-teaching staff in carrying out instructional duties in comparison to a control group that does not engage in targeted professional learning workshops and reflection discussions?

RQ2: How does participation in targeted professional learning workshops and reflection discussions influence self-concept of non-teaching staff in comparison to a control group that does not engage in targeted professional learning workshops and reflection discussions?

RQ3: What is the nature of the effects of participation in a professional development program on perceptions of non-teaching staff with regards to inclusion in a school community in comparison to a control group that does not engage in professional learning workshops and discussions?

Hypothesis of Outcomes

The multi-faceted nature of this study necessitates multiple hypotheses. The hypotheses for this study were:

Null Hypothesis 1. Participants exposed to the professional development treatment will report no difference in levels of self-efficacy.

Alternative Hypothesis1. Participants exposed to the professional development treatment will report increased levels of self-efficacy.

Null Hypothesis 2. Participants exposed to the professional development treatment will report no difference levels of positive self-concept.

Alternative Hypothesis 2. Participants exposed to the professional development treatment will report increased levels of positive self-concept.

In addition to investigating the intervention's effects on self-efficacy and self-concept, qualitative interviews were used to explore perceptions of inclusion in the school community in relation to professional development for Teaching Fellows. It was anticipated that the professional development workshops and reflection sessions would increase the participants' levels of self-efficacy and self-concept, as well as contribute to a sense of connection and inclusion as professionals in the school organization.

Chapter 4: Evaluation Plan and Procedures

Method

Study Design and Context

The evaluation questions for this study were crafted with the intent to explore the intervention treatment through both quantitative and qualitative measures. The design for this study was quasi-experimental, which is an "assessment design that tests the existence of a causal relationship where random assignment is not possible," (Wholey, Hatry, & Newcomer, 2010, p. 29), but with the specificity of context and small number of participants, it also contained elements of case study design. The study included participants from two similar school sites within the charter school organization. Site selection criteria was based on the similarity of staffed positions at each site and the similarity of demographics of the student population. Table 13 (Appendix T) provides an overview of staffed positions at each campus.

Table 13

School Site Staff Comparison – Intervention Study

Position/Category	Site 1	Site 2
Teaching Fellows	10	7
Teachers	51	55
Admin/Office	17	15
# of Teaching Fellows who returned from previous year to same role	1	1
# of Teaching Fellows who returned from previous year to a different role	3	1

Site 1 had 886 students in grades K-6, and Site 2 had 990 students in grades 5-12. Figures 3 and 4 provide a comparison of the student demographic breakdown in terms of race and ethnicity at each site.

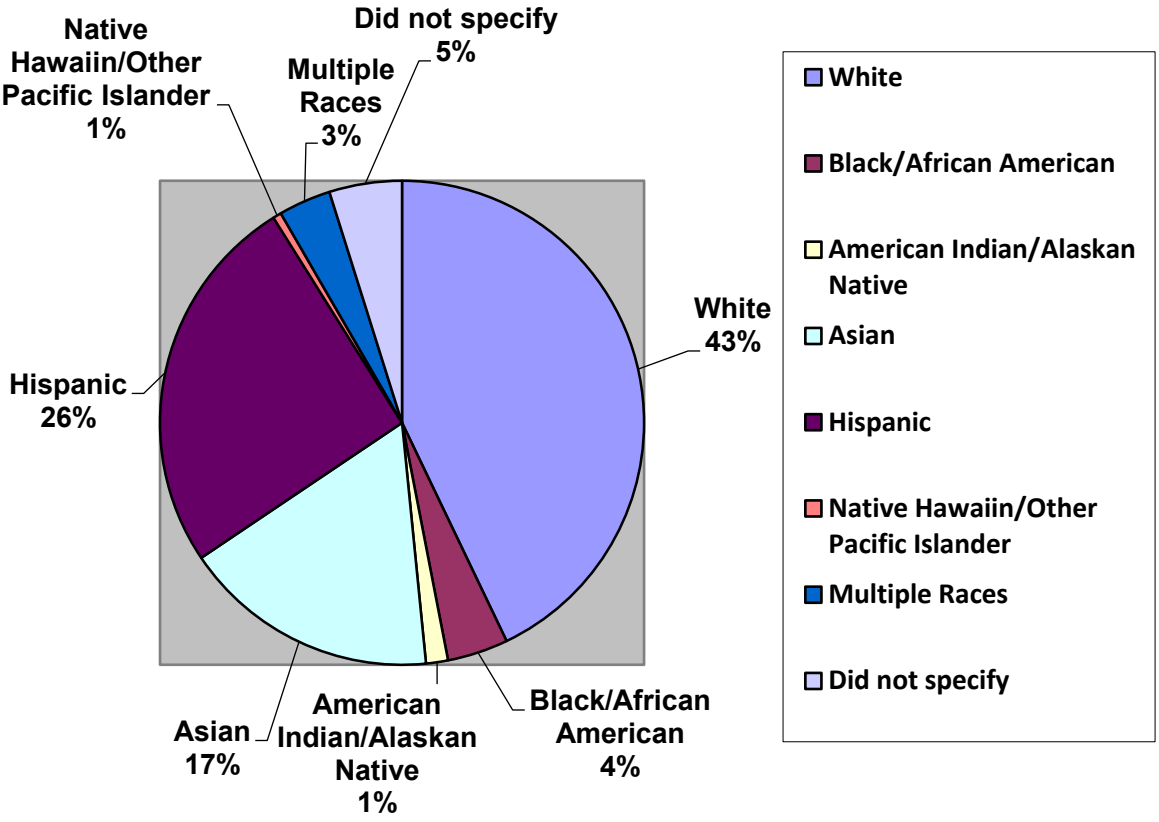

Figure 3. School Site 1 Student Demographic by Race and Ethnicity

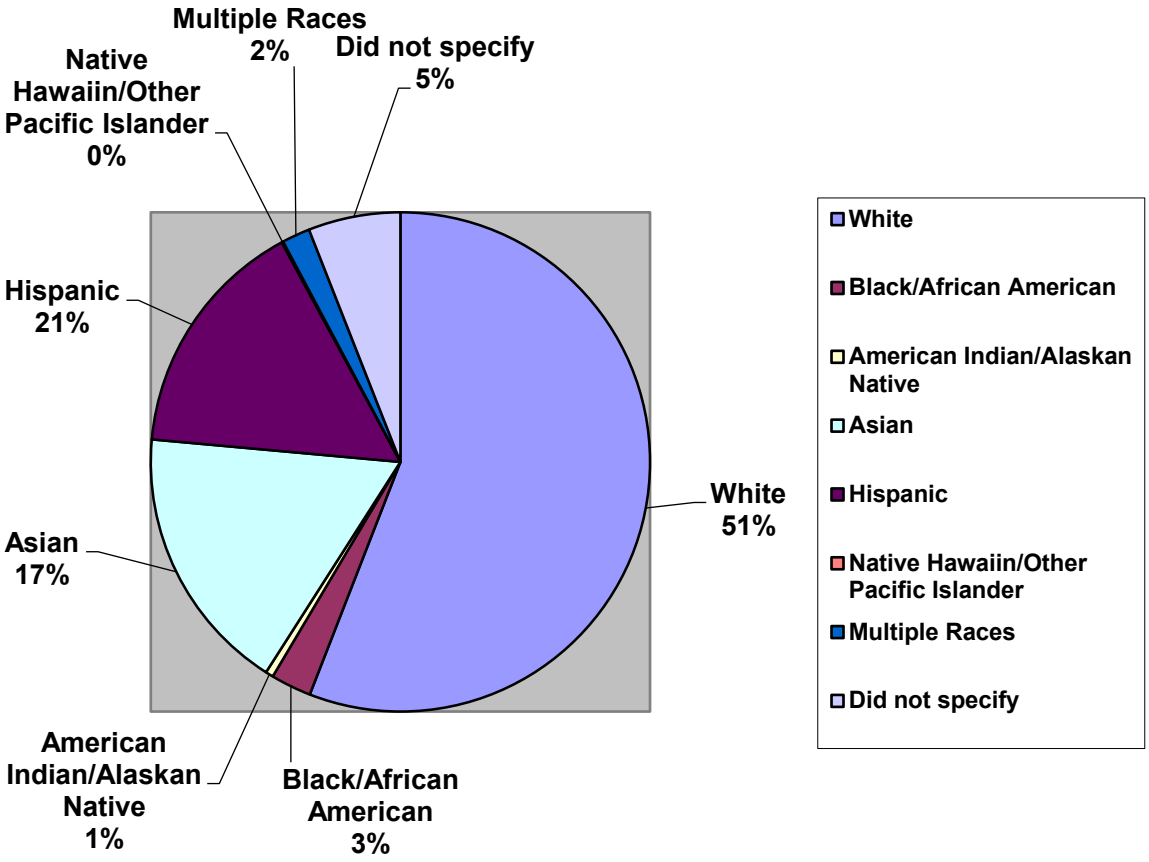

Figure 4. School Site 2 Student Demographic by Race and Ethnicity

As small, public charter schools, neither campus had funding for facilities to include a kitchen to serve lunch. Because both charter schools do not serve food, and therefore, do not have a free-and-reduced-lunch program, there was no direct way to measure the socioeconomic composition of each site. Families in need of financial aid for extracurricular programs or field trips apply for assistance through the schools' operations departments. At the time of the study, Site 1 had 15 students with financial aid applications on file, and Site 2 had 16 students with financial aid applications on file. Despite the lack of extant data on student socioeconomic status, there was data available to indicate in which zip codes does each student reside. Site 1 has 39 zip codes represented as residences for its student population, and Site 2 has 45 zip codes

represented. This data was aggregated and compared to the median household income as reported by the U.S. Census Bureau (2015). Figure 5 offers a visual display of the number of students living in areas with corresponding median annual household incomes of $20-30,000, $30-50,000, $50-75,000, and $75-90,000.

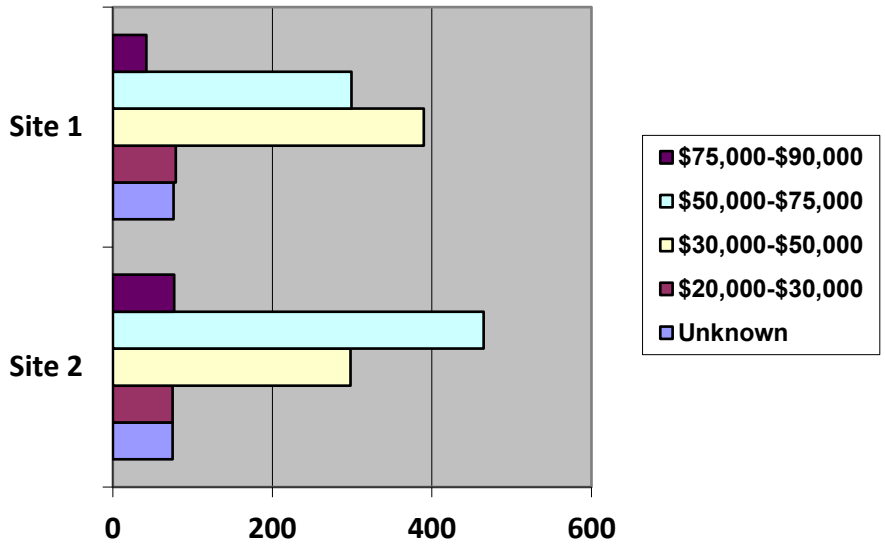

Figure 5. School Site Comparison of Median Household Income by Zip Code

This representation indicates only the areas in which the students reside. The number of students living in zip codes with lower median annual household incomes is fairly similar. Site 2 appeared to have more students living in more affluent zip codes than Site 1. This comparison indicates the two campuses draw students from a wide range of geographic locations categorized by a largely middle class population.

Description of Participants

The primary inclusion criteria for study participants was that they served in the role of Teaching Fellow as part of the non-teaching staff at the school. This role required the employees to take on a diverse array of responsibilities each day, including substitute

teaching, campus monitoring, teaching assistance, office assistance, and after-school care work. One campus served as the control group with a target goal of at least six participants, receiving no treatment. The second campus served as the treatment group, also with six participants. Determination of which campus served as the treatment group and which served as the control group was based on the consent of each school-site leader as to the extent they wished their staff to participate in the study. The treatment group participated in a series of six professional development workshops provided by school-site managers and veteran teachers in the winter and spring of 2015-2016 over a period of four months. Topics of the professional development workshops included: classroom management and discipline, student motivation and support, assessments and evaluation of student progress, academic interventions with students who are low-performing or at-risk, communication and relationships with parents, and building a positive climate and school culture. As previously outlined, this content was selected based on results from the initial needs assessment study, the skills needed to perform the functions of the Teaching Fellow position, and the subscales of teacher efficacy included in the pre- and post-test survey tool. Every other week the participants participated in a one-hour reflection forum as a debriefing session to check for understanding and application of skills they gained from the previous professional development trainings. The design and delivery of the professional development workshops and reflection sessions was coordinated by the school-site leaders, including the Dean of Students and School Directors, and veteran teachers at the treatment campus. The study team member consulted with the school-site leaders in designing the workshops and observed all sessions.

Tools for Research and Variables

A convergent mixed methods approach to data collection was utilized in this study. A paper-based pre-test and post-test was administered to both the control and treatment groups in the form of a self-report questionnaire to measure levels of self-efficacy. The self-report questionnaire contained four sections, two of which assessed self-efficacy, one that asked participants to describe their engagement in professional development, and one that captured demographic information. Survey items for the first two sections (Appendix U) were taken from Bandura's (2006) scale of teacher efficacy and the General Self-Efficacy Scale (Schwarzer & Jerusalem, 1995). These surveys were selected because of their relevant variables and established content validity. Survey data was analyzed using Statistical Package for the Social Sciences (SPSS) for descriptive analysis, correlation analysis, independent samples t-tests, paired samples t-tests, and a repeated measures ANOVA between-subjects factors. The following sections delineate the operationalization of variables and items associated for each component of the self-report questionnaire.

Survey Part I. Bandura's (2006) scale for teacher efficacy contains 30 items, scored on a 9-point scale with the following anchors: (1) nothing, (3) very little, (5) some influence, (7) quite a bit, and (9) a great deal. The instrument has seven sub-scales. The following is the operationalization of variables for each sub-scale and sample items:

1. **Influence on Decision-Making:** The belief that the individual has about his/her ability to influence decisions in the school and influence school matters such as policies and programs. An example of an item to measure influence on decision-

making is “How much can you influence the decisions that are made in your school?”

2. **Influence on School Resources:** The belief that the individual has about his/her ability to obtain equipment and resources needed to accomplish job tasks. An example of an item to measure influence on school resources is “How much can you do to get the instructional materials and equipment you need?”
3. **Instructional Self-Efficacy:** Beliefs about ability that are related to teaching, including impact on difficult students, promoting learning, keeping students on task and getting them to complete tasks, increasing student retention of knowledge and motivation, getting students to collaborate, and helping students to overcome adverse conditions. This variable is the largest component of the survey, containing nine related items. An example of an item used to measure instructional self-efficacy is “How much can you do to get through to the most difficult students?”
4. **Disciplinary Self-Efficacy:** The belief the individual has about his/her ability to maintain control in the classroom and prevent problem behaviors. For disciplinary self-efficacy, an example item is “How much can you do to control disruptive behavior in the classroom?”
5. **Enlisting Parent Involvement:** Beliefs the individual has about his/her ability to influence parent involvement in the school, assistance for their children to do well, and level of comfort in coming to the school. To assess the ability to enlist parent involvement, questions were asked such as “How much can you assist parents in helping their children do well in school?”

6. **Enlisting Community Involvement:** The beliefs the individual has about his/her ability to form connections between the school and various external groups and organizations. To evaluate the ability to enlist community involvement, questions were posed such as "How much can you do to get local colleges and universities involved in working with your school?"
7. **Creating a Positive School Climate:** Beliefs the individual has about his/her ability to influence the school environment in terms of safety, enjoyment, trust, help for others, collaboration, and student engagement. A sample item for creating a positive school climate is "How much can you do to make students enjoy coming to school?"

Though Bandura is considered the prominent scholar in studies on self-efficacy and many scales from other researchers in this field are based on his work (Page, Pendergraft, & Wilson, 2014; Pfiztner-Eden, 2016), there was unfortunately no publication from him for this particular teacher efficacy scale to denote its validity or reliability. However, there have been studies that adapted or utilized most of Bandura's instrument. For instance, Tschannen-Moran and Hoy (2001) conducted a test to validate the Ohio State Teacher Self-Efficacy Scale and pulled 23 items from Bandura's scale at the start of the study. Through a refining process that included several rounds of testing and analysis, the scale was further reduced, but it still included 6 items from Bandura's scale and reliability for the instrument was .94 (Tschannen-Moran & Hoy, 2001). Another study by Karbasi and Samani (2016) utilized 28 of the 30 items from Bandura's teacher self-efficacy scale and tested it with 280 teachers. The authors used a principle component factor analysis to analyze the results with the following four factors:

instructional self-efficacy, efficacy to create positive school climate, efficacy to enlist community involvement, and efficacy to influence decision making (Karbasi & Samani, 2016). It was concluded that the instrument had was both reliable and valid to measure teacher efficacy, with alpha coefficients ranging between .77 to .85.

Survey Part II. The General Self-Efficacy Scale created by Schwarzer and Jerusalem (1995) contains ten items, scored on a 4-point scale. Responses range from 'Not true at all' for a score of 1 to 'Exactly true' for a score of 4. This scale has been used in studies in 23 countries, with Cronbach's alphas ranged from .76 to .90, and the majority of alphas were in the high .80s (Schwarzer & Jerusalem, 1995). The sub-variables for this portion of the survey are operationalized with sample items including:

1. **Facilitation of goal-setting:** The belief an individual has in his/her ability to accomplish goals. An example of a prompt regarding facilitation of goal-setting is “It is easy for me to stick to my aims and accomplish my goals.”
2. **Effort investment:** The belief a person has in his/her ability to solve problems through concerted effort. A sample item for effort investment is “I can always manage to solve difficult problems if I try hard enough.”
3. **Persistence in face of barriers:** Beliefs a person has about his/her ability to deal with unexpected events, handle the unknown, face opposition, and find solutions conveys the person’s persistence. For persistence in the face of barriers, a sample item is “If someone opposes me, I can find the means and ways to get what I want.”
4. **Recovery from setbacks:** The belief a person has about his/her ability to remain calm in difficult situations and persist in solving problems. In assessing efficacy

for recovering from setbacks, a sample item is “I can remain calm when facing difficulties because I can rely on my coping skills.”

Survey Part III. The third section of the survey included three open-ended questions focused on the participants' experience and reflection on professional development. The first question determined what types of professional development activities the participants engaged in so far for the school year. This allowed the research team to ascertain how the experiences of the control group and treatment group differed in regards to professional development over the course of the study. The second question asked the participant to reflect upon whether or not any professional development activities were helpful, and if so, to describe how the activities were beneficial. The final question asked what types of professional development the participants feel would further their growth in the future. These questions provided further qualitative information about the nature of the intervention's impact on the treatment group, as well as information that can be used in future research of the problem of practice.

Survey Part IV. The final section of the survey included items to collect demographic data of the participants. Demographic data was used to compare contextual details of the control group and treatment group and to examine whether or not demographics may be associated with patterns amongst participants' responses. The demographic information collected included ethnicity, gender, years or months of experience in the organization, years or months of experience in the current position, year of experience working as support staff members, and highest level of education obtained.

Additional Tools for Data Collection. In addition to survey data, the study team member attended and observed all professional development workshops and subsequent

reflection debriefing sessions to take notes and document discussion among the participants. Interviews with participants also took place at the end of the study at both campuses to provide qualitative data regarding the participants' perception of their role, sense of self-efficacy, and development of self-concept. Interview questions (Appendix V) were generated by the principal investigator and study team member. Open-ended survey responses and interviews were examined using both descriptive coding and pattern coding (Wholey et al., 2010). The cumulative analysis of both quantitative and qualitative data was meant to augment the strength of the study's findings.

Rationale of Design.

The design was selected after identifying the challenges of the problem of practice, limitations of the context, and a review of literature in this field of study. The problem of practice investigated the role of the often-neglected non-teaching staff in a school organization. With scant resources and literature focused on this specific population, studies examining teacher self-efficacy and self-concept were utilized to inform the study design. Since the context is specific and the number of available participants was limited, the use of mixed-methods provided an optimal way to investigate the problem. Shadish, Cook, and Campbell (2002) demonstrate the importance of fidelity measures, validity measures, the use of comparison groups, pre-tests and post-tests in strengthening the design of quasi-experimental research. The proposed intervention study was guided by these recommendations to strengthen the design.

Procedure

Data collection.

To strengthen the validity of findings for this study, multiple data sources were included and a mixed-methods approach was utilized. Participants in both the control and treatment groups completed a survey including close-ended and open-ended prompts to assess levels of self-efficacy. Participants were invited to participate in an interview at the end of the study. Finally, the study team member observed participants in the treatment group and took written notes during each treatment session. The survey and interview instruments were reviewed by a committee of three faculty members at the Johns Hopkins University School of Education. An introductory email (Appendix W; X) was sent to potential participants at each school site. The study team member followed up with a meeting with participants at each site. A written consent form (Appendix Y; Z) was issued to each potential participant, and only those who signed were included in the study.

The survey instrument (Appendix U) included Bandura's (2006) Teacher Self-Efficacy Scale and Schwarzer and Jerusalem's (1995) General Self-Efficacy Scale. Luszczynska and Schwarzer (2005) state that general self-efficacy (GSE) "may explain a broader range of human behaviors and coping outcomes when context is less specific" and reflects a generalization of many domains of functioning (p. 440). Since the role of the Teaching Fellows involves multiple domains of responsibility, the combination of these survey instruments was selected to offer a breadth of data collection to capture participants' perception and reflection of their wide span of responsibilities. Additionally, the survey instrument included key demographic data for each participant and three open-

ended questions to assess what professional development opportunities the participants have been exposed to in recent months. The survey was administered in paper-format once at the beginning of the study and once at the end of the study.

Qualitative data collection included voluntary interviews at the end of the study, open-ended survey prompts, and observational notes during the study. The interview protocol and instrument (Appendix V) were generated by the principal investigator and study team member. The interview instrument contained 13 items; 6 items related to demographic data and 7 items related to the key variables of the study: self-efficacy and self-concept. Interviews were recorded, transcribed, and coded for themes. Written observation notes were taken during each treatment session. The proposed intervention included six professional development workshops with six post-workshop reflection sessions for a total of 12 sessions with the treatment group.

Data analysis.

Data management plan. Data collected in this study was managed by the principal investigator and study team member. Confidentiality of participants was strictly upheld throughout the study. Participant surveys were numerically coded and all personal identification information was removed. Paper surveys were kept in a locked file cabinet, and data transcribed to SPSS was aggregated. Recordings from interviews and written observation notes were transcribed and stored electronically on a password-protected computer. Back-up copies of survey responses, interview transcriptions and observation notes were kept in Excel and Word documents on a flash drive, which was stored in a locked cabinet by the study team member. All data electronic files will be erased and paper copies will be shredded, ten years after completion of the study. Data

may be shared if requested with senior-level managers of the school organization participating in the study, but all identification information of the participants will be protected.

Statistical tests. The data collected in pre- and post-test surveys was aggregated and analyzed through quantitative research methods. The first part of the analysis process was to assess the descriptive nature of the data. This meant identifying the demographic factors of the participants including gender, age, level of education, race/ethnicity, number of years working in education, number of months or years working for the organization, and the number of months or years working as a Teaching Fellow. Each survey subscale was analyzed for descriptive statistics including the mean, mode, and median scores, and standard deviations. Additionally, a correlation analysis was conducted to analyze the strength of relationships between variables in the surveys. The main variables of the study are self-efficacy and self-concept, and sub-categories of those variables were present in the format of the survey. The correlation analysis offered evidence as to whether or not there was a strong relationship between items.

In addition to the descriptive and correlation analysis of each survey administration, there was a comparison between the pre- and post-test survey, and a comparison between the treatment group and control group. Paired sample t-tests and independent t-tests were conducted for the sub-scales of the Teacher Self-Efficacy instrument and for the composite of the General Self-Efficacy Scale. An additional analysis was conducted using a repeated measures ANOVA with between-subjects factors to determine whether any significant difference existed between the two groups and between the pre- and post-tests. Since the surveys were administered as a pre-test

and a post-test, the average means for each group for each item within the survey was compared through ANOVA repeated measures between-subjects factors to demonstrate the difference between the control group and the treatment group.

Qualitative data coding. Interviews conducted at the end of the study and data from open-ended survey questions were analyzed through qualitative coding. Coding of qualitative data was conducted through two approaches: descriptive and pattern analysis. Descriptive coding allows for detailed analysis of transcribed text, and pattern coding allows for the researcher to look for patterns and relationships across cases (Wholey et al., 2010). Interviews were transcribed as separate sets of text. Table 14 (Appendix AA) displays an initial pre-set code list that was utilized in the first round of qualitative coding.

Table 14.

Qualitative Data Coding: Interviews with Teaching Fellows

Category	Code
Self-Efficacy	High Confidence
	Problem-Solving
	Stakeholder Relationships
	Handle Challenges
	Job Tasks
Self-Concept	Individual
	Social relationships
	Respect
	High Value
	Connection

A second round of qualitative coding was conducted to determine if emergent codes should be added to the analysis. The frequency of codes that emerged throughout

interviews and observations was counted. A pattern analysis was conducted through the third round of qualitative analysis to determine primary themes that were evident in participants' responses within groups and between groups from the interview data.

Evaluation Summary Matrix

Table 15 (Appendix BB) provides an overview of the questions, variables, and data sources that formed the foundation of the intervention study.

Table 15

Evaluation Summary Matrix

Evaluation Question	Variable	Data Source(s)	Frequency
How does participation in targeted professional learning workshops influence levels of self-efficacy of non-teaching staff in carrying out instructional duties in comparison to a control group that does not engage in targeted professional learning workshops and reflection discussions?	Levels of Self-Efficacy (alt hypothesis expects increase in self-efficacy for treatment group)	Self-Report Surveys; Interviews	2 times for surveys; once prior to treatment and once after treatment is complete 1 time for interviews; post-treatment
How does participation in targeted professional learning workshops influence self-concept of non-teaching staff in comparison to a control group that does not engage in targeted professional learning workshops and reflection discussions?	Self-Concept	Open-ended survey questions; Interview with participants	1 time for interviews; post-treatment
What is the nature of the effects of participation in a professional development program on perceptions of non-teaching staff with regards to inclusion in a school community in comparison to a control group that does not engage in professional learning workshops and discussions?	Self-Concept	Open-ended survey questions; Observations of reflection session discussions for treatment group; Interview with participants	6 times in sessions following PD workshops 1 time for interviews; post-treatment

Chapter 5: Findings and Discussion

Process of Implementation

Processes of the intervention adhered to the plan for the study as described in chapter 4. The implementation of the intervention study began after obtaining approval from the Johns Hopkins University Homewood Institutional Review Board (IRB). The school organization did not have an IRB, but the Vice-President of School Operations provided written consent for the study to take place. Upon consent from supervisors and Homewood IRB approval, the study team member contacted supervisors at the two school sites participating in the study to schedule an initial visit and to email potential participants. An email (Appendix W) was sent to participants of the treatment group campus to introduce the study team member, the study, and recruit participation. Participants for the treatment group were invited to participate in the study during a staff meeting conducted by a third party, the Dean of Students, who was not a direct supervisor of the employees. The Dean of Students collected names of interested potential participants and submitted it to the study team member. The study team member then visited the campus and met with potential participants to review the goals and activities of the study and to answer any questions the participants had.

The control group members were recruited from another campus in the charter school network. The participants for the control group were contacted via a separate email (Appendix X) with an introductory letter with the request to participate in the study. As with the treatment group, participants for the control group were invited to participate in the study during a staff meeting conducted by a third party, the Dean of Students, who was not a direct supervisor of the employees. The Dean of Students

collected names of interested potential participants and submitted it to the study team member. The study team member then hosted a meeting at the campus to provide the consent forms and go over the activities of the study. Control group members were only asked to submit a survey at the beginning and end the study and were asked to volunteer to participate in an interview at the end of the study.

The study team member met with all potential participants to explain the study, potential risks, benefits, procedures, and to obtain written consent. An informed consent form (Appendix Y; Z) was provided to each potential participant for both groups at the initial meeting with the study team member. To avoid coercion, the study team member informed the participants that they may drop out of the study at any time and this would in no way be reflected upon them or their work at the school. No survey or interview responses were shared with direct supervisors and their information was kept confidential. This information was also included on the informed consent form. The potential participants were given one week to review the information and return the form to the study team member.

Despite the initial proposal to include six participants from each site, there was a total of eight participants who volunteered to participate from the control group site and six from the treatment group site. These groups participated in taking both the pre- and post-survey instrument. Of these participants, six from the control group and six from the treatment group were available and willing to participate in a post-study interview. After the first visit to obtain written consent from participants, the researcher returned to each site and provided the survey instrument, which was distributed and collected by a school-site administrator. This visit occurred in the middle of the school year, and participants

took approximately 15-20 minutes to complete the survey. Table 16 (Appendix CC) provides the demographic characteristics of participants who took the surveys.

Table 16
Demographic Characteristics of Intervention Study Survey Participants

		Control Group		Treatment Group		TOTAL	
	N=14	N	%	N	%	N	%
Gender	Male	5	62.5	2	33.3	7	50.0
	Female	3	37.5	4	66.7	7	50.0
Race/Ethnicity	White	3	37.5	6	100.0	9	64.3
	Hispanic	4	50.0	0	0	4	28.6
	Black/African-American	0	0	0	0	0	0
	Native American	0	0	0	0	0	0
	Asian-American	0	0	0	0	0	0
	Other	1	12.5	0	0	1	7.1
Length of time worked for organization (prior to study)	0-2 months	0	0	1	16.6	1	7.1
	3-6 months	6	75.0	4	66.7	10	71.4
	7-12months	1	12.5	0	0	1	7.1
	1+ years	1	12.5	1	16.6	2	14.3
	Not specified	0	0	0	0	0	0
Length of time in current position (prior to study)	0-2 months	0	0	1	16.6	1	7.1
	3-6 months	6	75.0	4	66.7	10	71.4
	7-12months	1	12.5	0	0	1	7.1
	1+ years	1	12.5	1	16.6	2	14.3
	Not specified	0	0	0	0	0	0
Years of experience as support staff in education	Less than 1 year	4	50.0	3	50.0	7	50.0
	1-3 years	1	12.5	2	33.3	3	21.4
	4-10 years	2	25.0	1	16.7	3	21.4
	10+ years	1	12.5	0	0	1	7.1
	Not specified	0	0	0	0	0	0
Highest Level of Education Obtained	High School	0	0	0	0	0	0
	Some College	0	0	1	16.7	1	7.1
	Bachelor's Degree	4	50.0	5	83.3	9	64.3
	Master's Degree	4	50.0	0	0	4	28.6
	Other Certification	0	0	0	0	0	0

The demographics of the survey participants offer some interesting details about characteristics that could affect the perspective of these participants. First, the control group had a larger proportion of males (N=5) to females (N=3); whereas the treatment group had a larger proportion of females (N=4) to males (N=2). Second, participants from control group site mostly identified as Hispanic (N=4) and then White/Caucasian (N=3), and one who did not identify as any of the given categories. In contrast, all members of the treatment group (N=6) identified as white. Finally, participants from both sites had fairly similar levels of education and work experience, with the majority of participants having worked for the organization for less than one year. While this study did not examine how demographic variables impact self-efficacy and self-concept, it is important to recognize that such variables can affect a person's perspective with regards to these areas. It is odd that the demographic make-up of the Teaching Fellow participants does not reflect the demographic composition of the student body when it comes to race/ethnicity. Given that over 30% of students identified as Asian-American, 5% identified as Black/African-American, and 11% identified as Hispanic, what might this mean when the majority of participants in this study who are serving in the role of Teaching Fellow identify as White? Again, this study was not designed with the intent to explore how demographics influence the variables, but the contrasts between the Teaching Fellows and the students, and the general lack of experience in working for the organization are important factors to keep in mind.

After the initial pre-test survey was administered, the intervention was implemented with the treatment group. All employees who served in the role of Teaching Fellow at the treatment site opted to participate in the study. None had received

any formal professional development from the organization before, though two members mentioned that they had the opportunity to sit in on a few in-service meetings during the summer with teachers, and two had been given brief instructions on how to complete certain tasks when they first started in the role. Participants in the treatment group received six professional development workshops alternated with six reflection discussion sessions over the course of four months. The initial intervention study proposal was scheduled to take 12 weeks, but the actual study was extended to 16 weeks due to school calendar breaks that interrupted the schedule. The professional development workshops and reflection discussions lasted between 45-60 minutes each and were led by onsite administrators and veteran teachers. The study team member met with the administrators and teachers who developed the workshops and discussed in collaboration the content and focus of each workshop. The following is an overview of topics and descriptions for each workshop:

> **Session 1: Classroom Management and Discipline**
> This session will review philosophical and practice approaches to structuring and implementing classroom management policies. Procedures for setting expectations and ideas for reasonable disciplinary consequences will be discussed. This session will support Teaching Fellows in developing knowledge of classroom management skills to assist them in their work as substitute teachers, campus monitors, and after-school care workers.
>
> **Session 2: Student Motivation and Support**
> This session will focus on how to build student motivation to engage in academics and how to support their learning process. Specific topics will include motivation for at-risk students, engaging students who appear apathetic, and building relationships as academic mentors.
>
> **Session 3: Building a Positive Climate and School Culture**
> This session will review basic tenets of the school organization's philosophy and pillars. Discussion of practical ways to encourage positive student behaviors to

support these values will be followed with a plan of action for how Teaching Fellows can take part in supporting climate and culture through school programs.

Session 4: Interventions for Low-Performing Students
This session will provide Teaching Fellows with concrete intervention strategies for working with low-performing students. All Teaching Fellows work with students as academic support mentors, so this session will focus on interventions involving study strategies, methods for improving writing and read comprehension, and resources for building foundational math skills.

Session 5: Assessments and Evaluation of Student Progress
This session will offer Teaching Fellows an overview of the multitude of internal and external school-wide assessments that are conducted each year. In addition, an introduction to types of classroom assessment (formative and summative) will be provided.

Session 6: Communication and Relationships with Parents
This session will review modes and best practices for facilitating parent communication. Teaching Fellows will examine how they communicate with parents via email, through the after-school program, and in promoting school programs.

Reflection Discussions

Reflection discussion sessions were also led by a school administrator the week following each professional development workshop as a means to allow the participants to discuss questions, concerns, or successes they had experienced during the week in applying the concepts they had previously learned. The following questions were utilized in guiding the discussion:

- How have you been able to apply concepts from the previous workshop to your work?
- What would help you to continue building skills in this area?
- What revelations or new ideas have you thought about in relation to the previous week's workshop?

During both the administration of professional development workshops and the reflections sessions, the study team member observed and took notes as documentation of discussions held by the participants and to ensure fidelity in the content of the workshops.

After all professional development workshops and reflections sessions were completed by the treatment group, the study team member visited each campus again and administered the survey instrument as a post-test to each group. Following the survey data collection, the study team member met with each participant who was available and willing to complete an interview. Interviews lasted between 10-20 minutes and followed the proposed protocol and questions submitted for the study (Appendix V).

Table 17 (Appendix DD) provides an overview of the demographic characteristics for the 12 interview participants. As indicated in analyzing the demographic characteristics of the survey participants, there are a few noteworthy details in this data set. First, the majority of the treatment group participants are female. The control group has a majority of males, but for the interviews, the ratio of participants was split evenly. There is a startling lack of racial diversity amongst the participants, especially at the treatment site. For the interviews, 50% of the control group participants identified as White, and 100% of the treatment group participants identified as White. This is unusual given the proportion of Asian-American, Black/African-American, and Hispanic students represented in the student population. Also, while each site had two participants who had worked in education for more than a year, the majority of participants had worked for VVL Academy for less than one year. All but one participant held a bachelor's degree, and the control group had two participants with a master's degree. To reiterate, this study did not specifically delve into how these variables influence the individuals' sense of

self-efficacy or self-concept in relation to their roles in the organization, but it is possible that these factors could influence the participants and their job perceptions. Self-concept is comprised of one's ideas about oneself. It is difficult to divorce one's sense of self-concept as a person from the unique demographic characteristics that are part of one's identity and experience. Likewise, self-efficacy can be influenced by learning experiences and background. As discussed in the literature review, it is very difficult to identify all personal and psychological traits that influence a person's sense of self and their behaviors. At the very least, we must concede that the demographic characteristics of the participants may have influenced their perspective and responses in this study.

Table 17
Demographic Characteristics of Intervention Study Interview Participants

		Control Group		Treatment Group		TOTAL	
	N=12	N	%	N	%	N	%
Gender	Male	3	50.0	2	33.3	5	41.7
	Female	3	50.0	4	66.7	7	58.3
Race/Ethnicity	White	3	50.0	6	100.0	9	75.0
	Hispanic	2	33.3	0	0	2	16.7
	Black/African-American	0	0	0	0	0	0
	Native American	0	0	0	0	0	0
	Asian-American	0	0	0	0	0	0
	Other	1	16.7	0	0	1	8.3
Length of time worked for organization (after study)	0-2 months	0	0	0	0	0	0
	3-6 months	0	0	1	16.6	1	8.3
	7-12months	5	83.3	4	66.7	9	75.0
	1+ years	1	16.7	1	16.6	2	16.7
	Not specified	0	0	0	0	0	0
Length of time in current position (after study)	0-2 months	0	0	0	0	0	0
	3-6 months	0	0	1	16.6	1	8.3
	7-12months	5	83.3	4	66.7	9	75.0
	1+ years	1	16.7	1	16.6	2	16.7
	Not specified	0	0	0	0	0	0
Years of experience as support staff in education	Less than 1 year	4	66.7	3	50.0	7	50.0
	1-3 years	1	16.6	2	33.3	3	21.4
	4-10 years	1	16.6	1	16.7	2	16.6
	10+ years	0	0	0	0	0	0
	Not specified	0	0	0	0	0	0
Highest Level of Education Obtained	High School	0	0	0	0	0	0
	Some College	0	0	1	16.7	1	8.3
	Bachelor's Degree	4	66.7	5	83.3	9	75.0
	Master's Degree	2	33.3	0	0	2	16.7
	Other Certification	0	0	0	0	0	0

After survey data and interview data was collected, the study team member conducted multiple analyses as outlined in the evaluation plan and procedures for the study. Quantitative sources of data from the survey instruments were compiled and analyzed for descriptive statistics, correlation analysis, a reliability analysis, paired sample t-tests, an independent t-test, and a General Linear Model repeated measures ANOVA utilizing SPSS. Open-ended data from surveys was compiled and coded for themes. Interviews were transcribed and analyzed using pre-determined codes. Emergent codes were also added after a second round of analysis. The following sections explicate each data source and the analyses conducted.

Findings

The drivers of this study were to examine the role of a specific subset of non-teaching staff, Teaching Fellows, in the context of a growing charter school organization, and to see what efforts may be made to professionalize their role and promote their inclusion in strategic development. The intervention study was designed to gauge how structured professional development affected self-efficacy and self-concept of non-teaching staff members in a charter school organization. The research questions for this study were:

RQ1: How does participation in targeted professional learning workshops and reflection discussions influence levels of self-efficacy of non-teaching staff in carrying out instructional duties in comparison to a control group that does not engage in targeted professional learning workshops and reflection discussions?

RQ2: How does participation in targeted professional learning workshops and reflection discussions influence self-concept of non-teaching staff in comparison to a

control group that does not engage in targeted professional learning workshops and reflection discussions?

RQ3: What is the nature of the effects of participation in a professional development program on perceptions of non-teaching staff with regards to inclusion in a school community in comparison to a control group that does not engage in professional learning workshops and discussions?

Developing solid measures of these concepts was a challenge in itself, so multiple sources of data were collected in a mixed-methods approach to analyzing the problem of practice. Close-ended survey items from Bandura's Teacher Self-Efficacy Scale and the General Self-Efficacy Scale were examined with descriptive statistics, correlation analyses, paired sample t-tests, independent samples t-tests, and a General Linear Model repeated measures test. Open-ended survey items were analyzed with descriptive and pattern coding. Interviews were transcribed and analyzed with descriptive and pattern coding to find trends within the data.

Quantitative Data: Survey Analysis

Descriptive statistics. The pre-test and post-test survey results for Bandura's Teacher Self-Efficacy Scale were summarized for both the control group and for the treatment group by subscale. The Teacher Self-Efficacy Scale included 30 close-ended items with a scale of 1-9 for each item. These items were divided into 7 subscales: Decision-making, School Resources, Instruction, Discipline, Parent Involvement, Community Involvement, and School Climate. Table 18 (Appendix EE) and Table 19 (Appendix FF) summarize the means, medians, modes, and standard deviations for both groups' pre-tests and post-test results.

A cursory comparison of each data set would indicate that the standard deviations for the treatment group were marginally lower than the control group. Also, it would appear that the mean scores of six subscales and the total score slightly increased for the treatment group from the pre-test to the post-test, whereas in the control group, the mean scores did not increase. Further statistical tests were conducted to see if these changes were significant.

Table 18

Summary of Means, Median, Mode, and Standard Deviations for Teacher Self-Efficacy Instrument – Control Group

	Pre-Test				Post-Test			
Score	Mean	Median	Mode	Standard Deviation	Mean	Median	Mode	Standard Deviation
Total TSE Score	177.25	178.50	N/A	1.31	154.88	143.50	N/A	1.56
Decision making	6.19	6.75	7.00	1.39	5.50	6.00	6.00	1.91
School Resources	6.89	7.50	8.00	2.10	6.13	6.50	7.00	1.13
Instruction	5.80	6.22	7.00	1.48	4.47	4.05	4.00	1.59
Discipline	7.04	7.33	8.00	1.63	6.41	6.83	7.00	1.80
Parent Involvement	5.42	5.33	3.00	1.62	4.46	4.33	2.00	2.09
Community Involvement	5.19	5.25	5.00	2.39	4.75	4.12	4.00	3.00
School Climate	5.95	6.12	5.00	1.01	5.73	5.81	7.00	1.04

Table 19

Summary of Means, Median, Mode, and Standard Deviations for Teacher Self-Efficacy Instrument – Treatment Group

	Pre-Test				Post-Test			
Score	Mean	Median	Mode	Standard Deviation	Mean	Median	Mode	Standard Deviation
Total TSE Score	170.50	163.50	N/A	1.09	181.16	181.00	N/A	0.99
Decision making	6.00	6.24	5.00	1.18	6.42	7.00	6.00	1.28
School Resources	6.67	6.50	5.00	1.86	7.00	7.00	7.00	1.09
Instruction	5.53	5.38	6.00	0.73	5.78	6.05	7.00	1.00
Discipline	7.44	7.67	8.00	0.66	6.78	6.67	7.00	0.75
Parent Involvement	5.89	5.83	6.00	1.64	6.78	7.16	6.00	1.09
Community Involvement	4.58	4.63	6.00	2.10	5.33	5.25	7.00	2.02
School Climate	5.46	5.06	7.00	1.80	5.91	6.00	6.00	1.50

The General Self-Efficacy Instrument included ten items with a scale of 1-4. A summary of the mean, median, mode, and standard deviation for each item for the pre-test and post-test is summarized for the control group in Table 20 (Appendix GG) and for the treatment group in Table 21 (Appendix HH). The scores for both the control group and treatment group appeared to be fairly similar for both the pre-test and the post-test. The median and modes for both groups in both tests were in the 3-4 range, which would indicate fairly strong levels of general self-efficacy. Also, there was not much variation in mean scores between the pre-test and the post-test for each group.

Table 20

Summary of Means, Median, Mode, and Standard Deviations for General Self-Efficacy Instrument – Control Group

	Pre-Test				Post-Test			
Item	Mean	Median	Mode	Standard Deviation	Mean	Median	Mode	Standard Deviation
1	3.375	3	3	0.518	3.667	4	4	0.516
2	2.875	3	3	0.354	2.833	3	3	0.408
3	3.375	3.5	4	0.744	3.667	4	4	0.516
4	3.750	4	4	0.463	3.333	3	3	0.516
5	3.625	4	4	0.518	3.167	3	3	0.753
6	3.750	4	4	0.463	3.833	4	4	0.408
7	3.625	4	4	0.518	3.167	3	3	0.753
8	3.750	4	4	0.463	3.000	3	3	0.000
9	3.750	4	4	0.463	3.500	3.5	4	0.548
10	3.500	3.5	4	0.535	3.333	3	3	0.516
TOTAL	35.38	36.00	37.00	2.88	34.37	34.00	34.00	2.13

Table 21

Summary of Means, Median, Mode, and Standard Deviations for General Self-Efficacy Instrument – Treatment Group

	Pre-Test				Post-Test			
Item	Mean	Median	Mode	Standard Deviation	Mean	Median	Mode	Standard Deviation
1	3.667	4	4	0.516	3.833	4	4	0.408
2	2.833	3	3	0.408	3.167	3	3	0.753
3	3.667	4	4	0.516	3.667	4	4	0.516
4	3.333	3	3	0.516	3.500	3.5	3	0.548
5	3.167	3	3	0.753	3.333	3	3	0.516
6	3.833	4	4	0.408	3.833	4	4	0.408
7	3.167	3	3	0.753	3.667	4	4	0.516
8	3.000	3	3	0.000	3.500	3.5	4	0.548
9	3.500	3.5	4	0.548	4.000	4	4	0.000
10	3.333	3	3	0.516	3.500	3.5	3	0.548
TOTAL	33.50	33.50	N/A	2.89	36.00	37.00	38.00	2.76

Correlation analyses. A correlation analysis was conducted for the pre-test and post-test items for Bandura's Teacher Self-Efficacy Scale to see if there was any linear association between items. Scores for both groups were included in the correlation analysis. Due to the large quantity of survey items, data was extracted from each correlation analysis for the pre-test and the post-test. Table 22 (Appendix II) displays the correlation analysis for the subscale scores of the Teacher Self-Efficacy Instrument pre-test. In the pre-test, it was evident that Instruction and Discipline had a strong positive correlation, as well as Parent Involvement and Community Involvement, Parent Involvement and School Resources, and Parent Involvement and School Climate.

Table 22.
Correlation Analysis for Teacher Self-Efficacy Instrument Pre-Test

	Decision making	School Resources	Instruction	Discipline	Parent Involvement	Community Involvement	School Climate
Decision making	1.000						
School Resources	0.628	1.000					
Instruction	0.577	0.470	1.000				
Discipline	0.341	0.289	0.718	1.000			
Parent Involvement	0.434	0.701	0.597	0.555	1.000		
Community Involvement	0.211	0.652	0.486	0.334	0.849	1.000	
School Climate	0.564	0.603	0.633	0.465	0.769	0.645	1.000

In addition to the subscale data, a correlation analysis was conducted for all item responses of the pre-test to see if how strongly correlated individual items were to one another. A total of 59 correlations for the pre-test were statistically significant and were greater than or equal to $r(12) = +.661$, $p < .01$, two-tailed. Items 18 and 30, 19 and 21, and 24 and 25, offered the strongest correlations. Item 18 was related to parental

involvement and Item 30 was related to positive school climate. Items 19 and 21 both related to community involvement. Items 24 and 25 both related to positive school climate. In terms of frequency, item 5, "How much can you do to get through to difficult students" recurred the most with a total of 11 strong positive correlations to other items.

A correlation analysis was also conducted for the post-test. Table 23 (Appendix JJ) represents the correlation analysis for the subscale scores of the Teacher Self-Efficacy Instrument post-test. It was interesting to see a shift in the strength of correlation pairs for subscales in the post-test as compared to the pre-test. Parent Involvement and School Climate as well as Instruction and Discipline still demonstrated strong, positive correlations. Additional strong, positive correlations were shown for Instruction and Parent Involvement, Instruction and Community Involvement, and Instruction and School Climate. It is interesting to note that the pre-test demonstrated that Parent Involvement had more strong correlations with other subscales, whereas in the post-test, the subscale of Instruction had the greatest number of strong correlations with other subscales.

Table 23.

Correlation Analysis for Teacher Self-Efficacy Instrument Post-Test

	Decision making	School Resources	Instruction	Discipline	Parent Involvement	Community Involvement	School Climate
Decision making	1.000						
School Resources	0.425	1.000					
Instruction	0.555	0.657	1.000				
Discipline	0.505	0.251	0.731	1.000			
Parent Involvement	0.650	0.682	0.875	0.555	1.000		
Community Involvement	0.436	0.299	0.731	0.597	0.629	1.000	
School Climate	0.350	0.696	0.769	0.620	0.716	0.675	1.000

The post-test correlation item analysis indicated that 84 item pairs had a strong positive correlation and were statistically significant and were greater than or equal to $r(12) = +.661$, $p < .01$, two-tailed. Items 5 and 7, 6 and 11, 19 and 21, 19 and 22, 20 and 21, 20 and 22, 21 and 22, and 21 and 25, had the strongest correlations where r was greater or equal to .900. Items 5, 6, 7, and 11 related to instruction. Items 19, 20, 21 and 22 related to community involvement. Item 25 related to positive school climate. Item 6 had the largest number of strong correlations with a total of 16 correlations with other items where r was greater than or equal to .661.

Reliability analysis. A reliability analysis was conducted for both the pre-test and post-test of each survey instrument to ensure the scales and subscales for the Teacher Self-Efficacy instrument were consistent. For this study, Cronbach's alpha, α, was determined for the pre-test of Bandura's Teacher Self-Efficacy Instrument as .953. For the post-test of Bandura's Teacher Self-Efficacy Instrument, Cronbach's alpha was .966. This determination of reliability supported the consistency of the items and allowed for utilizing composite scores for this scale in later analyses. The subscale for decision-making consisted of two items (pre-test $\alpha = .645$; post-test $\alpha = .660$). The subscale for school resources only consisted of one item so there is no reliability data for that subscale. The subscale for instruction included 9 items (pre-test $\alpha = .896$; post-test $\alpha = .937$). Cronbach's alpha for the discipline subscale (three items) was .828 for the pre-test and .755 for the post-test. For the parent involvement subscale (three items), Cronbach's alpha was .801 for the pre-test and .883 for the post-test. The subscale for community involvement included 4 items (pre-test $\alpha = .941$; post-test $\alpha = .980$). Finally, the subscale for positive school climate included 8 items (pre-test $\alpha = .876$; post-test $\alpha = .870$).

Overall, the reliability analysis for the Teacher Self-Efficacy instrument demonstrated that it was highly reliable. For the General Self-Efficacy Scale, Cronbach's alphas were .738 for the pre-test and .394 for the post-test. It is uncertain as to why the post-test was more inconsistent for the General Self-Efficacy Scale, but according to Schwarzer and Jerusalem (1995), the typical range for this scale is .76 to .90.

Paired samples t-tests. A paired samples t-test was conducted to determine if there was a significant change in responses for each group from the pre-test to the post-test for each subscale of the Teachers Self-Efficacy Instrument and for the composite score of the General Self-Efficacy Scale. A standard score of .05 or less for the p-value was used as the standard to determine whether or not there was a statistically significant difference in scores for each group in comparing the pre-test and post-test. In reviewing each sub-scale, it was apparent that there was no statistically significant change in scores. Table 24 (Appendix KK) summarizes the paired-samples t-test data.

Table 24

Paired Samples T-test – Teacher Self-Efficacy

			Control					Treatment				
			Pre-Test		Post-Test			Pre-Test		Post-Test		
Subscale	α Pre Test	α Post Test	Mean	SD	Mean	SD	Sig.	Mean	SD	Mean	SD	Sig.
Decision making	.645	.660	6.19	1.31	5.50	1.91	.470	6.00	1.18	6.42	1.28	.224
School Resources	.	.	6.89	1.39	6.13	1.13	.433	6.67	1.86	7.00	1.09	.679
Instruction	.896	.937	5.80	2.10	4.47	1.59	.170	5.53	0.73	5.78	1.00	.607
Discipline	.828	.755	7.04	1.48	6.41	1.80	.543	7.44	0.66	6.78	0.75	.119
Parent Involve.	.801	.883	5.42	1.63	4.46	2.09	.411	5.89	1.64	6.78	1.09	.214
Community Involve.	.941	.980	5.19	1.62	4.75	3.00	.782	4.58	2.10	5.33	2.02	.232
School Climate	.876	.870	5.95	2.39	5.73	1.04	.743	5.46	1.80	5.91	1.50	.196

Finally, a paired samples t-test for the General Self-Efficacy Scale was conducted for both the control group and the treatment group. The design of this scale allows for the composite score to be utilized when comparing repeated measures of the test. The paired samples test indicated no significant statistical changes between the pre-test and the post-test for both groups.

Independent samples t-tests. An independent samples t-test was conducted to determine if there was a difference between the groups in their survey responses for the Teacher Self-Efficacy Instrument pre-test and post-test, and for the General Self-Efficacy Scale pre-test and post-test. The independent samples t-test for the General Self-Efficacy Scale showed no statistically significant difference between the groups for the pre-test and the post-test. For the Teacher Self-Efficacy Instrument, there was no statistically significant difference between the control group and the treatment group for the pre-test. For the post-test of the Teacher Self-Efficacy Instrument, there was one subscale – parent involvement - that demonstrated a significant difference between the groups. The independent samples t-test for parent involvement showed between the control group ($M = 4.5$, $SD = 2.0$) and treatment group ($M = 6.8$, $SD = 1.0$); $t(11) = -2.7$, $p = .021$. There were three items in the parental involvement subscale including, "How much can you do to get parents to become involved in school activities," "How much can you assist parents in helping their children to do well in school?," and "How much can you do to make parents feel comfortable coming to school?" Tables 25 (Appendix LL) and Table 26 (Appendix MM) represent the results of the independent samples t-tests for the pre-test and the post-test for the control and treatment groups.

Table 25

Independent Samples T-Test: Pre-Test – Teacher-Self Efficacy

			Control Group		Treatment Group			
Subscale	α Pre Test	α Post Test	Mean	SD	Mean	SD	t(12)	Sig.
Decision making	.645	.660	6.19	1.31	6.00	1.18	.266	.795
School Resources	.	.	6.89	1.39	6.67	1.86	.192	.851
Instruction	.896	.937	5.80	2.10	5.53	0.73	.406	.692
Discipline	.828	.755	7.04	1.48	7.44	0.66	-.565	.583
Parent Involve.	.801	.883	5.42	1.63	5.89	1.64	-.537	.601
Community Involve.	.941	.980	5.19	1.62	4.58	2.10	.492	.631
School Climate	.876	.870	5.95	2.39	5.46	1.80	.658	.523

Table 26

Independent Samples T-Test: Post-Test – Teacher Self-Efficacy

			Control Group		Treatment Group			
Subscale	α Pre Test	α Post Test	Mean	SD	Mean	SD	t(12)	Sig.
Decision making	.645	.660	5.50	1.91	6.42	1.28	-1.0	.331
School Resources	.	.	6.13	1.13	7.00	1.09	-1.5	.171
Instruction	.896	.937	4.47	1.59	5.78	1.00	-1.8	.104
Discipline	.828	.755	6.41	1.80	6.78	0.75	-.459	.654
Parent Involve.	.801	.883	4.46	2.09	6.78	1.09	-2.7	.021
Community Involve.	.941	.980	4.75	3.00	5.33	2.02	-.410	.689
School Climate	.876	.870	5.73	1.04	5.91	1.50	-.269	.792

General linear model repeated measures test. A repeated measures ANOVA with between-subjects factors was conducted to further investigate whether any significant difference existed between the two groups and between the pre- and post-tests for both the Teacher Self-Efficacy Instrument and the General Self-Efficacy Scale. The General Linear Model repeated measures test was conducted in two rounds. First, the composite score for the Teacher Self-Efficacy Instrument was utilized, since the previous reliability analysis showed the items in this scale were tightly associated. The test was also conducted for the composite scores of the General Self-Efficacy Scale pre- and post-tests. Finally, the General Linear Model repeated measures test was conducted for each of the 7 subscales of the Teacher Self-Efficacy Instrument. In the majority of GLM tests, there was no statistically significant change detected. However, there was one subscale, Parent Involvement, in which the GLM indicated a statistically significant change, $F(1, 11) = 5.92$, $p = .033$, $\eta^2 = .350$. Cohen (1988) suggests that large effect sizes for eta squared are greater than .14. Using this standard, the GLM results for Parent Involvement suggest there was a large statistical change for this subscale.

In reviewing the descriptive data, there were definite indicators that changes had occurred in the means between the pre- and post-tests. Consistently, the control group experienced a decreased in mean subscale scores from the pre- to post-test, whereas the treatment group demonstrated an increase in the mean score from pre- to post-test for all subscales, except disciplinary efficacy. In considering the analysis of mean scores and the one significant change in Parent Involvement efficacy as demonstrated by the GLM, perhaps it is reasonable to conclude that more significant changes may have been evident had there been more samples in the data. Figure 6 offers a visual representation in

comparing the Teacher-Self Efficacy instrument mean scores of the control group from pre- to post-test and the treatment group from pre- to post-test for each subscale.

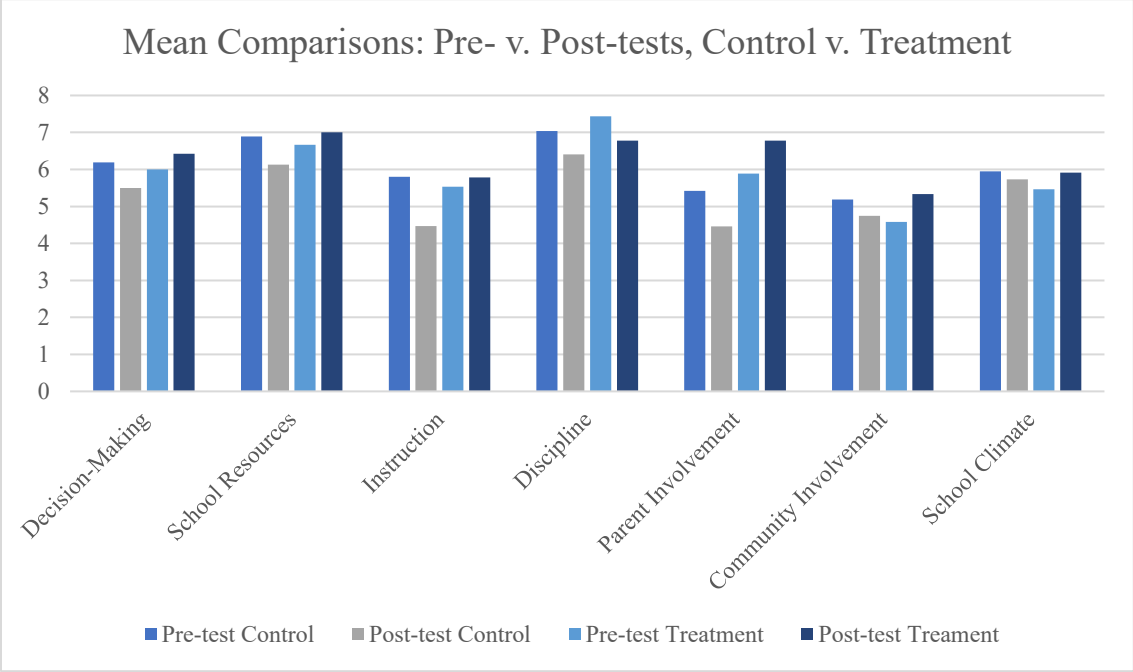

Figure 6. Mean Comparisons. This charter illustrates the difference in means for each subscale for the control group and treatment group pre-tests and post-tests.

Qualitative Data: Survey Analysis

Both the pre-test and post-test surveys included three open-ended questions for participants to describe types of professional development activities they had engaged in with the organization, how the professional development activities supported them, and what development activities they felt would further support them in their role. The pre-test and post-test confirmed that the control group had not been offered any structured development activities at their school site during the course of the year. All treatment group participants confirmed in the post-test that they had engaged in weekly professional development workshops and reflection discussion in the months during the

study. The responses from surveys were compiled by question and coded for recurring themes and organized into categories. Frequency of codes were noted throughout the analysis.

Both the treatment and control groups had participants who indicated they were able to attend in-service staff meetings that took place in the week prior to the start of the school year, which was prior to the intervention study. Those that had participated in the in-service meetings indicated that it helped to build their organizational knowledge and two participants indicated it helped them better understand the student population. Both groups had a variety of responses as to what types of professional development activities they would like to experience, including more professional development workshops, on-the-job training, specific skills training, clarification of job responsibilities, more feedback from supervisors and formal evaluations, and opportunities to connect and collaborate with teachers and other staff members. These responses were similar to the findings of the previous needs assessment study. Table 27 (Appendix NN) shows themes from the pre-test and frequency of responses for each code for both groups.

Table 27

Themes in Pre-Test Survey Open-ended Questions

Survey Item	Code	Control Group	Treatment Group	Category
OE1: What types of professional development activities have you participated in this year?	Summer in-service sessions	3	2	Internal PD: Beginning of Year
	Job-specific training sessions	0	0	Internal PD: Meetings During Year
	Individual training	0	0	Internal PD: Individual Training
	On-the-job training	1	2	Internal PD: On-the-job
	No opportunities	4	2	Lack of PD
	External PD opportunity	0	0	External PD
OE2: If you did participate in professional development, how did it help you? If it was not beneficial, please explain.	Builds organizational knowledge	2	2	Professional Knowledge
	Builds professional skills	0	0	Professional Skill
	Connection to community	0	1	Self-Concept: Connection
	Understanding of students	1	1	Professional Knowledge
	Self-confidence	0	1	Self-Concept: Confidence
	Ease of job transition	1	0	Personal Support
	Not applicable – no PD opportunity	4	2	Lack of PD
OE3: What activities do you feel would support you in your development as a Teaching Fellow?	Increased workshop trainings	3	4	Desire for professional training
	Increase on-the-job training	1	2	Desire for job opportunities
	Specific skill/topic trainings	1	1	Desire for professional training
	Clarify job expectations and responsibilities	2	1	Desire for organizational understanding
	Feedback from supervisors	2	0	Desire for feedback
	Community-building opportunities with teachers	1	2	Desire for increased collaboration/connection
	Uncertain	2	0	Uncertain

The post-test open-ended survey questions were compiled, analyzed with codes for descriptions and themes, and categorized. Table 28 (Appendix OO) displays the results of these same questions that were asked at the end of the study. A comparison between the pre-test and post-test indicated that the treatment group had more opportunities to engage in professional development. As a result, the treatment group reported with greater frequency that professional development had enabled them to gain knowledge and skills, increased their connection to the community, supported their understanding how to support students, built self-confidence, and increased their efficacy in their belief in their ability to handle challenges and difficult situations. In reviewing changes in responses to question 3, it was interesting to see an increase in both the control and treatment groups for a desire to receive professional training. Responses to this question in the post-test included more variety as to types of training the participants desired such as workshops, on-the-job training, feedback from supervisors, and more specific skills training for individuals to learn about administrative tasks. In comparing the pre-test to the post-test, the treatment group had a higher number of responses in the pre-test that indicated a desire for professional development, and the control group had a greater number of responses for this in the post-test. Also, the treatment group had two responses in the pre-test that indicated a desire to connect more with teachers and the control group had one response for this theme in the pre-test. These numbers were inverted in the post-test, and the control group had two responses indicating a desire to connect with teachers. Comparing the responses to open-ended survey questions for the control and treatment groups from the pre-test to the post-test confirm that there were changes in the perceptions, experiences, and professional goals for the participants.

Table 28

Themes in Post-Test Survey Open-ended Questions

Survey Item	Code	Control Group	Treatment Group	Category
OE1: What types of professional development activities have you participated in this year?	Summer in-service sessions	3	2	Internal PD: Beginning of Year
	Job-specific training sessions	0	6	Internal PD: Meetings During Year
	Individual training	0	1	Internal PD: Individual Training
	On-the-job training	3	3	Internal PD: On-the-job
	No opportunities	2	0	Lack of PD
	External PD opportunity	0	2	External PD
OE2: If you did participate in professional development, how did it help you? If it was not beneficial, please explain.	Builds organizational knowledge	0	3	Professional Knowledge
	Builds professional skills	2	2	Professional Skill
	Connection to community	0	2	Self-Concept: Connection
	Understanding of students	0	3	Professional Knowledge
	Self-confidence	0	1	Self-Concept: Confidence
	Reflect on strengths/ weaknesses	2	0	Self-Efficacy
	Handling challenges and difficult situations	0	2	Self-Efficacy
	Not applicable, no PD opportunity	4	0	Lack of PD
OE3: What activities do you feel would support you in your development as a Teaching Fellow?	Increased workshop trainings	3	1	Desire for professional training
	Increase on-the-job training	2	1	Desire for professional training
	Specific skill/topic trainings	1	1	Desire for professional training
	Clarify job expectations and responsibilities	2	0	Desire for organizational understanding
	Feedback from supervisors	1	1	Desire for feedback
	Community-building with teachers	2	1	Desire for increased collaboration/connection
	Assignments related to professional goals	2	1	Desire for job opportunities
	Currently satisfied	0	1	Confidence

The results of the post-test for the study showed differences in responses between the control group and treatment group. Three participants in the control indicated that they had gained some on-the-job experience through substitute teaching and being asked to take on administrative side projects. None had participated in any specific job skills training or professional development workshops. All participants in the treatment group indicated that they had participated in professional development workshops, one had engaged in a specific job skills training to learn a new role, three had experienced on-the-job training through different projects assigned to them, and two had taken steps to pursue external professional development trainings to learn about teaching certification.

In the post-test, four participants in the control group indicated they had experienced no professional development opportunities. For the four members who had participated in development activities, two indicated it helped them to build professional knowledge and two indicated it allowed them to reflect upon their personal strengths and weaknesses as an employee. The six participants of the treatment group had more descriptive responses. Three treatment group participants indicated that the professional development activities helped them to build organizational knowledge, and two indicated they learned new skills through their trainings. Two responses suggested that they had a greater sense of self in terms of their connection to the community, and three participants indicated they better understood students and how to work with them. One participant indicated a gain in self-confidence after participating in workshops and discussions, and two had indicated that they had a better ability to handle challenging situations as a result of participating in professional development.

In analyzing the responses to the final question about what professional development opportunities would support them in their role, the control group had a greater number of responses in describing desires to participate in workshops, receive more on-the-job training, learn specific skills, receive feedback from supervisors, and to have clarification of job responsibilities and expectations. Two participants indicated they wanted more opportunities to collaborate with teachers and other staff members, and two indicated they would like to have assignments that more directly relate to their personal goals to become a full-time teacher in the future. The treatment group had one response for each category, and no participants expressed a need for clarification of expectations and job responsibilities. One participant indicated full satisfaction and confidence in the amount of professional development she had received in the previous months.

Qualitative Data: Interview Analysis

Interviews were conducted in the final stage of data collection and provided valuable insights from the Teaching Fellows' perspectives that expands upon the survey data findings. Six participants from the control group (C1-C6) and six participants from the treatment group (T1-T6) volunteered to be interviewed. Participants were asked six demographic questions and six open-ended questions to ascertain their perspective on their role in the school, how others viewed their role, their ability to handle challenges and complete assigned tasks, their individual and team qualities that contributed to success, and how professional development influenced their sense of connection or role within the school community. Approximately 83% of both the control and treatment group participants had worked for the organization for less than 12 months. All

participants, with the exception of one, had achieved at least a bachelor's degree, and two of the control group participants had a master's degree. In the control group, four participants (C1, C4-6) had less than a year of experience in education as a support staff member, one participant (C3) had over one year, and one participant (C2) had over 8 years of experience working in education. In the treatment group, one participant (T1) had over three years of experience as a support staff member in education, two participants (T2, T5) had over a year of experience working in education, and three participants (T3, T4, T6) had less than one year of experience working as support staff in education.

Analyzing the responses to qualitative questions from the interviews followed a multi-step process. After interviews were conducted, the study team member transcribed the audio recordings to a written format. Descriptive analysis included annotations of responses to each item with pre-set codes and emergent codes to solidify the major concepts being communicated by each participant. Table 29 (Appendix PP) displays the coding that was used to analyze the interviews and how the codes were connected to certain categories and sub-categories of information.

Table 29
Qualitative Data: Interviews with Teaching Fellows

Category	Subcategory	Codes
Self-Efficacy	Confidence Level – Job Responsibilities	High Confidence, Mostly Confident, Low Confidence, Depends on task, Depends on if training was provided
	Confidence Level – Handling Challenges	High Confidence, Mostly Confident, Low Confidence, Importance of work experience
	Description of Role	Uncertainty of purpose, Task-oriented, Student-focus, Problem-Solving, Stakeholder relationships, Support where needed
Self-Concept	Social Relationships	Individual – focused on self, Relationship with students, Relationship with admin, Relationship with teachers, Relationship with peers, School pride
	Value	High Value, Uncertain of how others value/perceive role, Under-valued by others, Lack of respect, High levels of respect, Connection, No voice, Supportive environment
	Unique qualities and attributes	Work ethic, Flexibility, Realistic expectations, Education, Experience, Efficiency, Empathy, Adaptability, Organization, Focus on others, Patient, Willingness to learn, Desire to help, Humor, Academic focus, Maturity, Trust, Teamwork
Professional Development Process	Development Process	No opportunities, Independent pursuit of PD, Need for feedback, Need for formal training, Need to increase connection with other staff, Support of PD offered, PD connection to confidence, Need to start PD earlier in year, Increased sense of community connection
	Future Plans	Desire for professionalization tracks for future career growth, Desire for more PD, Importance of student-focus, Excitement for future, Plans to leave
Connection to Community	Students	Emphasis on relationships with students, Closest connection to the students
	Administration	Lack of connection to admin, Lack of understanding from admin, Strong connection to admin, Strong support from admin
	Teaching Fellows	Strong team dynamic, PD increased connections, Supportive environment
	Teachers	Open collaboration with teachers, Need for more interaction with teachers
	Parents	PD helped with parent communications

Reflecting on the role of the Teaching Fellow. The first qualitative questions asked participants to describe their role within the school. All of the control group participants (C1-C6) described their role in terms of job tasks such as playground monitoring, substitute teaching, and after-school supervision. C1 had a master's degree and previously worked in the restaurant industry. His primary goal for the future was to transition into a full-time teaching position. In describing the Teaching Fellow role, C1 stated:

> Basically, we help out wherever we are needed. We have assignments that are part of our regular schedule. Monitoring recesses and lunch are the anchors of our activity. There are some projects that come up where teachers need help, so we just help where needed.

C2, who also had a master's degree and had the most experience in working for the organization as a support staff member, added to the description by explaining the importance of focusing on connection with the students and providing them with connection between educational and social settings. C2 said, "My colleagues and I are lot more important than people realize. We are a bridge to a lot of students who don't get education in their homes and they turn to us for connection between the classroom and the playground." C3, C4, and C5 all held bachelor's degrees and had slightly less than a year of experience in working for the organization. C3, C4, and C5 expressed a similar perception of the role by listing job tasks such as supervising recess, substituting for teachers and office staff, monitoring lunches, and sometimes offering academic support coaching for individual students. C6 held a bachelor's degree in engineering, had worked for the organization for approximately eight months, and said that initially he had hoped that this role would be a segue into teaching, but that it was not working out that way. C6 expressed a sense of confusion about the role of the Teaching Fellow with:

> The Teaching Fellow role keeps changing. To me, having a more structured work background, it has been difficult for me to understand what the role is and what my purpose is. We mostly monitor lunch, recess, and do some clerical tasks. When I first started, I thought it would be different, more like a teacher's aide.

The treatment group (T1-T6) also described the role in terms of job tasks with elaboration of their relationship to other stakeholders in the school. T1 had the most experience in working for the organization and had seen the shift in the role from when it was a part-time position to a full-time position. T1 stated that the role "encompassed so much and gives us the ability to test the waters and learn all aspects of the school." T2, T3, T4, T5, and T6 all had bachelor's degrees in various fields and all had worked for the organization for less than one year. T2 had a background in English and writing and expressed her excitement in wanting to start a career in the education industry. T2 said:

> The Teaching Fellow role has evolved for me since I started. I started out as more of a teacher's aide, lunch room monitor, and after-school monitor. But now, I'm also getting experience in learning about registration, testing, and curriculum, so I get to work with more office staff members as well as the students.

All of the treatment participants emphasized the focus on their connection to the students. T4 had never worked in a school prior to taking this role and had very little prior work experience. Her main goal was to develop work skills and get to know more about what it was like to work in a school. T4 expressed a great sense of connection to students in describing the Teaching Fellow position:

> Teaching Fellows do admin work, monitor lunches, work in the after-school program, fill in for teachers, and help anyone when they need assistance. Teaching Fellows interact with kids sometimes in a more informal way. We see kids outside of the instructional atmosphere, so we get to know them on a more personal level. In the after school program, we see their parents and guardians so we know where they are coming from. This helps when we are sometimes called upon to give more insight about kids when they are having any issues.

T5 had a bachelor's degree in interdisciplinary studies and took on the Teaching Fellow position with hopes of becoming a full-time teacher in the future. T5 described the different types of support that Teaching Fellows gave to others, and added:

> We fill a lot of gaps and get to know the kids in a way that others don't. We get to know a lot about different areas of the school that teachers may not be familiar with so we have a good understanding of how the school works.

T6 used the term "liaison" in describing the relationship of the Teaching Fellows to students, teachers, and administration and stated that the role was about supporting other people. Five of the participants (T1, T3-6) expressed that the role has a high value and requires problem-solving skills.

In summary, the control group appeared to have mixed responses in describing the role and mostly focused on work tasks. Control group members listed job responsibilities in describing their support role. The treatment group gave a more qualitative description of their role within the school and focused primarily on the relationships they held with students and in supporting other stakeholders. The treatment group responses touched upon their role's value in interacting with students, parents, and the rest of the staff.

Describing the perceptions of other stakeholders. The second qualitative question asked participants to explain how they thought teachers and staff viewed the role of the Teaching Fellow. Control group members had mixed responses as to the how others perceived the role and its value. Four participants (C1, C3, C4, C6) thought teachers and other staff may not think about the role or that they believe the role has a lower status. C2, who had the most experience in the role and with the organization, stated:

> My personal opinion is that they [others] might not think about it a whole lot. I have heard other colleagues express the thought that they felt unimportant… I don't necessarily feel that but the teachers are just so busy organizing academic things but they are helpful when I have a question or comment.

In considering how others perceived the role, C4 said, "A lot of times we are doing monitoring duty so we may not be seen as qualified or as educated as the teachers, even though we are." One participant (C5) felt that others regarded the role "as fairly important." In contrast, one participant (C6) said that while they Teaching Fellows have an "ok working relationship" with teachers, they had "no voice with administration." C6 stated:

> Teachers and Teaching Fellows have an ok working relationship because we are involved with the students. Not so much with administration… Like when we have issues on the playground, the administration will say to do something one way and they sometimes shut us down and don't listen to our input…. As they hire new Teaching Fellows, the new ones don't really have an understanding of what they need to do. Administration doesn't give enough information about what they need to do. The job is not the same as the description that is written on paper.

C6 expressed frustration over not being listened to or respected by the administrative team.

In contrast, the treatment group expressed more frequent descriptions of high value and respect from other staff members and teachers. Two participants (T1, T2) expressed that some teachers may not know all that Teaching Fellows do but that everyone was "friendly" and "supportive." T3, who had a bachelor's degree in mathematics and was also hoping to become a full-time teacher in the future, expressed that the perception of others with regards to the role had shifted during the year:

> I think it took time for teachers and office staff to get used to the role since it was new for them. It felt at first like we weren't on the same level but over time they got used to us and understand now that we do so much for the school.

One participant (T4) specifically stated that the "administration understands and appreciates what we do" and that "teachers who have time to get to know us really appreciate us." T5 stated, "I feel respected," and that others "seem grateful and thankful for the Teaching Fellow team." All treatment participants (T1-T6) described their interactions with teachers, other teaching fellows, students, and administration in explaining that others viewed the role as a major support and source of connection.

Though it was challenging for some participants to speculate as to how other stakeholders perceived their role within the school, there was an apparent contrast between the control group and the treatment group. Control group members' responses varied as to how teachers and administrators viewed the role of the Teaching Fellows, with some indicating there was a lack of respect or understanding of the role by other stakeholders. The treatment group, however, generally felt that others respected and appreciated their role and the support they provide.

Assessing levels of self-efficacy. Two of the interview questions (items 9 and 10) related to self-efficacy and asked participants how confident they felt in their ability to achieve assigned tasks and to handle challenges. In evaluating their confidence in the ability to achieved assigned tasks, four control group participants (C3-C6) conveyed fair levels of confidence with phrases like "mostly confident," "somewhat confident," and "I can do most assignments." C3, who had a bachelor's degree in sociology and was new to working in an educational organization, explained some struggles with certain administrative tasks and felt more confident with some tasks than others. C3 elaborated with:

> Some tasks haven't been a good fit. I feel like I can handle recesses. I have a loud voice and it echoes over the students, so I can get my message across. I don't like getting students in trouble, though, so sometimes it is tough to manage them. There have been times where I was handed something and I wasn't ready or had problems to solve, and not being prepared got in my way.

Two participants (C1-C2), one of whom had previous customer service work experience in the restaurant industry and the other who had worked for the organization for more than a year, both expressed high levels of confidence in their ability to achieve assigned tasks.

The treatment group participants (T1-T6) all expressed high levels of confidence in their ability to do assigned tasks, with responses ranging from "very confident," (T3-T6) to "I can do almost everything I'm assigned to do and feel good about it" (T1, T2). In describing their efficacy in their ability to handle challenges, four control group participants (C3-C6) expressed that they were confident but C3 reiterated that not having full knowledge or preparation to do certain tasks made handling challenges more difficult for him. Two participants (C1-C2) said that they were highly confident based on their personal abilities and backgrounds. Participants in the treatment group (T1-T6) all expressed high levels of confidence in handling challenges. T1 stated, "Since day one of being here, there have always been challenges and as new things come up, I've gained a lot of experience and confidence." Two participants (T4, T6) further described how support from co-workers and other staff helped them in handling challenges and that their connection made them feel comfortable asking questions when they needed to do so. T4 offered, "I'm very confident, though I'm still learning. So, when I'm encountering new tasks or challenges, in the moment I may not know how to handle it, but I feel

comfortable asking more experienced staff members for how to handle it." T6 stated, "I feel very confident, especially knowing I have help from my co-workers."

To summarize, the treatment group had more consistency in their responses that indicated high levels of self-efficacy with regards to completing their tasks and handling challenges. Treatment group participants also noted the support of their colleagues and the administration in navigating challenges. The control group had two members with high levels of self-efficacy, but the remaining members expressed fair to moderate levels or that their confidence depending on the situation and task at hand.

What individual qualities contribute to success. Question 11 in the interview asked participants to describe their individual attributes and qualities that enabled them to be successful in the Teaching Fellow position. Three of the control group participants (C2, C5, C6) focused on their past experience in working with children as the trait that helped them be successful. C2 had prior experience working as a support staff member and for the school, cited her teaching certification helped and that "The fact that I am an educator has helped a great deal. I also have experience in administration and I know what side of the desk I'm sitting on." C5 and C6 had less than year of experience in the role, but both indicated that having children of their own was helpful in trying to work with children. C5 described her personal experience in working with her son for more than six years because he had special needs. C5 offered, "I have that experience working with my own children, so that has helped me work with kids at this school who have difficulties getting along with others. I can see if a kid just needs space." One participant (C3) described his efficiency in accomplishing given tasks quickly as an attribute that contributes to success. Two participants (C1, C4) cited "adaptability" as a trait that

helped them. One participant (C1) cited work ethic as an indicator for success as well as work experience. C1 connected his past work experience to working for VVL Academy:

> Coming from a management background, some things are similar and some are different. Working for VVL reminds me of where I worked before, a fast-growing company that is run like a business. I've been in a similar situation before, so sometimes when things happen, I see other people get frustrated and I just know that this is how it is. Not being too idealistic and just being realistic.

The treatment group participants offered additional qualities that they believed helped them achieve success in their role. Two participants (T1-T2) said "flexibility" was critical and three participants (T1, T2, T4) expressed that a willingness to learn was important. Two participants (T3, T5) said their educational background and work experience supported their success. T5 described how both his educational background in interdisciplinary studies and his experience as a parent was useful. T5 offered:

> I have had a lot of varied experiences in my life. I can be empathetic with a lot of different people. I am a parent, and as a parent with a child who struggles, I have experience working in academic support from the parent side. I know what parents like to hear and don't like to hear so I have good insight.

Three participants (T3, T5, T6) described a "desire to help" as a critical attribute, and one participant (T4) said that patience was essential. Four participants (T1, T4-T6) also described their focus on others' needs as a valuable attribute to help them achieve success. T1 stated, "You talk to so many different types of people like admin, parents, teachers, and children, so you have to learn how to talk to each person in a different way in order to help them." Similarly, T4 said, "I really try to get to know the people I work with and the kids so I can better support them and what they need."

It was interesting to see yet another slight contrast in the general responses of the control group versus the treatment group. The majority of the control group noted that their individual, past experiences as an employee or parent contributed to their success in

the role. Control group members also cited adaptability, efficiency, and work ethic as primary attributes that contributed to their individual success. The treatment group also cited flexibility as a key attribute, as well as a desire to help. Several treatment group members expressed that their focus on helping others was the most important quality that enabled their success in the role of Teaching Fellow.

Team attributes that contribute to success. The next qualitative questions prompted participants to describe shared attributes the Teaching Fellows had as a team that helped them to be successful at work. In the control group, one participant (C1) said a sense of humor was shared by the team, and two participants (C3, C6) said work ethic was a shared team quality. Two participants (C3-C4) in the control group said that "flexibility" was a shared team quality. Two participants (C2, C5) expressed that a desire to help and "willingness to pitch in" was the most shared quality of team members.

Participants of the treatment group also cited work ethic (T1) and a sense of humor (T2, T4) as shared team qualities. Two participants (T5-T6) said the team had a strong desire to help students. T6 also extended this to explain how all members of the Teaching Fellow team had shared goals and sense of purpose. T6 stated, "We are all eager to help students. We come from different walks of life, but we all want to be educators. Some want to be administrators, others teachers, but we all want to grow together." Four participants (T1, T3-T5) described high levels of respect and trust amongst team members. Additionally, four participants (T1-T4) described a strong sense of community and connection amongst the team members. In describing the sense of community connection, T3 stated:

> We get along so well. We feel like friends who happen to work together. We respect one another, and we have no problem helping each other. We feel open in talking to each other. The feeling of trust and respect of everyone here makes everything flow. We have fun together.

T1 also mentioned the sense of community and flexibility shared by the team in being able to "roll with the punches, because there will always be something that comes up but having confidence in your team brings unity to the Teaching Fellow team."

To summarize, both groups cited shared qualities of flexibility and a desire to help as essential. Control group members also mentioned shared sense of humor and work ethic as qualities that were shared by the team. The treatment group members emphasized their work as a team, feeling part of the community, and high level of trust and respect for one another. Treatment group members had a shared bond as colleagues that came through clearly in their interview responses.

Outcomes from professional development. The final interview question asked how participation in professional development affected the participant's relationship to the school community, and if the participant had not participated in professional development, the prompt asked them to describe what activities they believed would support them. Control group participants (C1-C6) explained that they had not received any formal professional development aside from learning through working in the role. Five participants (C2-C6) expressed a desire for more professional development offerings and formal training. C4 shared a desire for more training and a possibility for focusing the role and responsibilities of the Teaching Fellows:

> I really wish there were more workshops or to have a Teaching Fellow assigned to a subject or grade-level. If there was a Teaching Fellow assigned to a grade, they could watch the teachers for that grade instead of just being assigned to recesses or some subbing. They could get experience tailoring to teaching a grade or

> subject. If there were more workshops, I would want to learn about classroom management, teacher effectiveness and strategies, and creative assignments.

Two participants (C2-C3) expressed the need for feedback from administration, and two (C3, C6) expressed the need to collaborate and connect with other staff members. Three participants (C2, C4, C5) expressed a need for formal professional development workshops on classroom management, teaching strategies, and how to work with students with special needs. C5 specifically indicated, "We need training on how to handle challenging children. Most Teaching Fellows don't have experience on how to handle kids with difficulties." One participant (C3) described the issue of uncertainty felt in not knowing how to progress professionally with the following:

> We do everything from admin work to substitute teaching to TF duties. It would be helpful to have a more formalized training process, especially to help us transition from TF duties to teaching duties. Right now, the people with the most initiative are the ones who take on shadowing and end up getting promoted. It would give more certainty to the TFs if we had a formal process for how we can get promoted and what we need to do. I don't know if I'll be here next year, so if there were more certainty in knowing what to do and how to move up, that would be helpful.

In considering their decision for their future with the organization, two participants (C5, C6) said that they were opting to leave at the end of the year, three expressed a desire to stay but perhaps take on a different role (C1, C2, C4), and one was uncertain as to whether or not he would return to the role (C3).

The treatment group participants (T1-T6) stated that they had participated in professional development workshops and reflection discussions over the course of four months. Each participant explained that the professional development workshops and reflection discussion sessions were helpful in different ways. Two participants (T2-T3)

said that learning about how to handle classrooms for substitute teaching and how to work with students who struggle helped them to build their confidence. T2 stated:

> In acting as a substitute teacher, I wasn't comfortable when I first started because I didn't have experience with kids and this age group. I craved some sort of training. I am grateful for the workshops that we had each week and discussions. Just about everyone provided me with some sort of tool, and I am much more confident than I was before being in front of a class. I feel much better and connected.

Two participants (T2, T5) said that it clarified expectations and that they wished the professional development workshops had started taking place at the beginning of the school year. Two participants (T2, T6) also expressed a desire to have more interaction with veteran teachers through the discussion sessions and in opportunities to observe classes. One participant (T1) wanted more formalized "career tracks" built into the professional development program with an assigned mentor. A trend that recurred in the treatment participants' responses was reference to a sense of connection and support. T4 stated:

> The workshops have been really helpful. We can ask questions. One of the things it does do, is that even though we are being taught, it provides a space and opportunity to have guided discussions. People share their experiences and it makes me think about what they have gone through and how they handled it.

T6 also described this sense of connection with, "The professional development has helped us grow through training and to know that there are people here to support us. It has given us more ways to support kids, and to know how to interact with parents and teachers." Though each participant cited something unique in their learning experience, all shared a sense of community connection as a team and with staff members. In describing their future plans, all six participants expressed their intent to return the next year to the organization, with two planning to pursue teaching positions.

In comparing responses to participation in professional development or the desire for professional development, there were distinct differences between the control and treatment groups. The control group members had not experienced formal professional development, and this lack of opportunity had some negative impact on their understanding of expectations and desire to continue in the role. The control group members gave a clear indication that they desired training in the future, through workshops, observations, feedback from supervisors, and a formal process for achieving promotions. The treatment group confirmed that their participation in professional development workshops and reflection sessions was beneficial to their growth and sparked a desire for more training. Treatment group members explained that professional development helped build their confidence in handling tasks like substitute teaching and academic coaching, and it strengthened their sense of connection as a team. Treatment group members indicated they wanted more professional development workshops and discussions with teachers to start earlier in the next school year cycle. It is also important to note that all treatment group members indicated their desire to return to work for the organization in the subsequent year, whereas half of the control group indicated their intent to leave or uncertainty about continuing with the organization. The qualitative interview analysis offers some evidence about the benefits of pursuing professionalization of the Teaching Fellow role through structured development.

Summary of responses. In reviewing the interview coding and descriptive analyses, a pattern analysis was conducted to determine over-arching themes from the responses. Table 30 (Appendix QQ) displays four categories with themes that were derived from the interview data.

Table 30

Intervention Study: Themes in Interview Responses

Interview Item	Control Group Responses	Treatment Group Responses	Category
How would you describe your role within the school?	Task-oriented Student-focus Support where needed	Task-oriented Student-focus Problem-Solving Stakeholder relationships High Value Connection	Self-Efficacy Self-Concept Connection to Community
How do you feel teachers and other staff members regard your professional role within the school?	Uncertain of how others value/perceive role Under-valued by others No voice High Value	High Value Connection Relationship with admin Relationship with teachers Relationship with peers	Self-Concept Connection to Community
How confident do you feel in your ability to achieve assigned tasks?	High Confidence Mostly Confident Depends on task	High Confidence	Self-Efficacy
How confident do you feel in your ability to handle challenges in the work place?	Mostly Confident High Confidence	High Confidence Supportive environment Connection	Self-Efficacy Self-Concept Connection to Community
What unique qualities/attributes do you have that help you to be successful in your position?	Work ethic Experience Efficiency Adaptability	Focus on others Patient Willingness to learn Desire to help Flexibility Experience Empathy	Self-Concept
What are some shared qualities or attributes that you have with other Teaching Fellows that help you to be successful at work?	Flexibility Desire to help Work ethic Humor	Flexibility Teamwork Respect Humor Desire to help Focus on others	Self-Concept
How has participation in professional development affected your relationship with the school community? If you have not participated in professional development, what types of activities or events help you to feel more included in the work environment?	No opportunities Independent pursuit of PD Need for feedback Need for formal training Need to increase connection with other staff Desire for more PD Lack of connection to admin Lack of understanding from admin Desire for professionalization tracks for future career growth Plans to leave	Support of PD offered PD connection to confidence Need to start PD earlier in year Increased sense of community connection Strong team dynamic PD increased connections Supportive environment High Confidence Need for more interaction with teachers Desire for professionalization tracks for future career growth Excitement for future	PD Process Connection to Community Self-Efficacy

Summary of Findings by Research Question

Given the complexities of the role of the Teaching Fellow and the dynamic nature of the charter school organization, multiple sources of data were collected and analyzed in response to the research questions of the intervention study. The findings of this study offered some mixed results and new perspectives for understanding this problem of practice. To reiterate, the goals of this research were to examine how engagement in professional development influences the self-efficacy and self-concept of Teaching Fellows in order to professionalize their role and support their inclusion in the school community. More specifically, the intervention was meant to support their professional knowledge and skills in the area of instructional duties, since Teaching Fellows knew they had to carry out responsibilities as substitute teachers and academic support coaches, and some of them had a desire to pursue teaching as a career in the future. The following section offers a summary of findings for each research question along with an explanation of the findings.

RQ1: How does participation in targeted professional learning workshops and reflection discussions influence levels of self-efficacy of non-teaching staff in carrying out instructional duties in comparison to a control group that does not engage in targeted professional learning workshops and reflection discussions?.

This study demonstrated the difficulties in quantifying and qualitatively measuring the concept of self-efficacy. Much of the quantitative data analysis indicated no statistically significant change for the treatment group; however, the General Linear Model and independent samples t-test indicated a change in Parent Involvement. The descriptive statistical data indicated that for the majority of subscales, the control group

experienced a decrease in efficacy scores and the treatment group had an increase in mean scores. Additionally, the qualitative data gathered through interviews offered some evidence to indicate differences between the control group and treatment group. Participation in professional learning workshops and reflection discussions may have some influence in raising self-efficacy levels, though it is difficult to establish a direct causal effect. Treatment participants were able to learn from veteran staff members, discuss their learning, and reflect upon how they were applying new knowledge to their weekly instructional job responsibilities. Participation in targeted professional learning workshops allowed Teaching Fellows to discuss key aspects of instructional duties such as academic support strategies, classroom management, and communications, and to connect with school administrators and teachers in the learning process. By engaging in discussions and sharing professional resources, the Teaching Fellows were able to receive new knowledge, build skills, and reflect upon how they could implement learnings into their weekly duties.

Unfortunately, the paired samples t-test indicated that there was no statistically significant change in self-efficacy for the control or treatment group. One hint of change in the quantitative data analysis was seen through the independent samples t-test for the subscale of parent involvement. The post-test indicated a difference between the control group ($M = 4.45$, $SD = 2.09$) and the treatment group ($M = 6.78$, $SD = 1.08$). The two groups had similar means for the pre-test and fairly different means for the post-test for this subscale. The results of the GLM offered further evidence of a statistical change for the treatment group in the subscale of efficacy for Parent Involvement. Participants in the treatment group engaged in professional development and reflection discussions that

allowed them to exchange ideas and strategies with regards to parent communications. Perhaps, having the opportunity to discuss this facet of their role with administrators supported their self-efficacy for involving parents in the education process.

To further support this analysis, it is meaningful to evaluate the sources of qualitative data that were collected. Open-ended survey items demonstrated that treatment group participants had a clearer understanding of how to help students through academic support, and two responses indicated increased levels of self-efficacy for handling difficult situations with students at school. The pre-test open-ended survey items did not indicate any information to convey the participants' sense of self-efficacy, and it verified that the participants had not experienced any structured, ongoing professional development opportunities prior to the study. In the post-test survey, three participants in the treatment group indicated that professional development allowed them to gain organizational knowledge, and two participants mentioned specific professional skills they had developed. In addition, three participants indicated that participation in professional development workshops and reflection discussions enhanced their ability to provide academic support to students who struggled.

Interviews indicated that participants in the treatment group had consistently higher levels of confidence in their ability to achieve assigned tasks and handle challenges than participants in the control group. When asked directly how confident the participants felt in their ability to complete assigned tasks and in their ability to handle challenges, all members of the treatment group gave responses that they were highly confident, 100% confident, or extremely confident. The control group had two participants who felt highly confident and four participants who gave responses that

indicated more moderate or mixed levels of self-efficacy. These control group participants qualified their responses by indicating that their level of confidence in their ability to achieve tasks or handle challenges depended upon the situation and whether or not they had any preparation in handling the situation. The interviews provided evidence that there was a difference in self-efficacy between the control group and treatment group at the end of the study.

RQ2: How does participation in targeted professional learning workshops and reflection discussions influence self-concept of non-teaching staff in comparison to a control group that does not engage in targeted professional learning workshops and reflection discussions?. Self-concept is difficult to assess, as it involves the complex web of ideas that one has about himself/herself in relation to others and the organizational environment. Despite the challenges of trying to define and pinpoint variables of self-concept, this study provides evidence that participation in professional learning workshops supported positive sense of self-concept in non-teaching staff by enhancing the participants' sense of being a valued, important community member with goals for a future within the organization. Self-concept was analyzed through the participants' responses to open-ended survey questions and interview questions. Both sources of data provided insights as to how participants in the treatment group viewed their role and attributes in comparison to the control group. There was a clear difference between the two groups, and an indication that self-concept for the treatment group at the end of the study had more depth with regards to their perceptions of value, confidence, importance, connection to other stakeholders, and plans for the future.

Open-ended survey questions in the post-test indicated that Teaching Fellows in the treatment group felt they had enhanced their professional knowledge/skills and were more part of the school community. The pre-test open-ended survey items for both groups verified that neither group had extensive, structured professional development opportunities, with the exception of a few members who were able to join summer in-service meetings for the faculty. Both groups indicated a desire to receive more training and to connect with other members of their staff. The post-test surveys for the control group demonstrated that the group had not experienced any changes with having structured professional development, but two participants had experienced some on-the-job training. Overall, the control group's responses were similarly limited for both the pre-test and the post-test. The treatment group, however, offered more detailed descriptions in the post-test as to how participation in professional learning workshops supported them in building professional knowledge and skills. Three participants indicated that they had a better understanding of the organization and their role as a result of professional learning workshops, two participants indicated they had successfully achieved greater instructional skills, two indicated they felt a greater sense of connection with others on staff, and one indicated a greater sense of self-confidence. The shift in self-concept based on the open-ended survey data suggests the treatment group had a positive sense of self-concept in areas related to their professional selves and their connection to the school community.

The interview responses also demonstrated that self-concept had changed for the treatment group participants as a result of participation in professional development by influencing their sense of importance on both an individual level and as a community

member. Where the control group participants described their role as a series of job tasks, the treatment group provided richer responses that described the role of the Teaching Fellow as one that is interconnected with others in the school community, focused on students, and building relationships. The treatment group members articulated how they had professionally grown in their role, especially in focusing on their individual ability to support struggling students. The control group responses suggested mixed feelings of how valued the role is by others in the school. In contrast, the treatment group participants shared their strong sense of relationship to the administration, to teachers, and to one another. The treatment group described their sense of teamwork and connection to each other in their efforts to support students. The treatment group expressed their attributes of teamwork, respect, humor, flexibility, and desire to learn and help, as areas that enabled their success and defined their role in the community. The experience of participating in professional development for treatment group members enhanced their sense of self-concept as being interconnected with school community and their desire to continue their growth as professionals in the organization in the future. Overall, the interviews with the treatment group indicated that Teaching Fellows had a greater sense of value, confidence, connection to the school community, and assurance in having a future with the organization after having participated professional development workshops and reflection discussion sessions.

RQ3: What is the nature of the effects of participation in a professional development program on perceptions of non-teaching staff with regards to inclusion in a school community in comparison to a control group that does not engage in professional learning workshops and discussions?. In addition to examining the

influence of professional development participation on variables of self-efficacy and self-concept, this study also explored how professional development may influence the sense of inclusion participants may feel towards their school community. Theoretically, if Teaching Fellows were to see their role as integral to the community, they may feel a greater sense of value for the role and their sense of importance as a professional, which would increase their desire to want to continue with the organization. This study provides some evidence that structured professional development offers an opportunity for participants to connect with others in a way that they may not normally get to do in their daily routines. Analysis of the qualitative survey and interview data revealed that participants in the treatment group expressed a general sense of unity with their colleagues and perception of being a valued member of the school community as a result of participation in professional development.

Open-ended survey responses from the post-test offered evidence that the treatment group's sense of self-concept had changed, especially in conveying their sense of connection to others in the school community. Two participants in the treatment group specifically indicated that participation in professional development had benefited them, because it enabled them to discuss their ideas and connect with other Teaching Fellows, administrators, and veteran teachers. One participant expressed a desire to have more opportunities going forward to connect with veteran teachers in the professional learning process. The control group, in comparison, had less opportunity to engage in professional development, did not mention any connections or relationships with regards to their role, and two participants expressed a desire to have more contact and collaboration with faculty and staff.

The interviews offered further insights to understand how professional development may promote inclusion in the school community. When asked about their role and how others perceived their role in the school community, participants in the control group had more disparate responses about their role, value, and feelings of inclusion. The control group's responses focused more on tasks of the job, whereas the treatment group's responses focused more on relationships. The control group participant responses included feelings of uncertainty about how others perceived them, feelings of being under-valued by others, and one participant stated that they had no voice in working with administrators. The treatment group's responses to the same questions offered that they felt others were grateful for their work and their role, and that they were appreciated by administrators. In describing their experiences in professional development, treatment group members explained that the space to learn, discuss, and connect was meaningful and contributed to their dynamics as a team. The treatment group described their shared qualities and attributes as respect for each other, a desire to help and focus on others, humor, and teamwork. The experience of participating in professional learning workshops and discussions empowered the group by helping them to identify problems they faced in working with students and to exchange ideas with one another and with leading staff members about how to tackle challenges. As a result, members of the treatment group felt more connected to the school community and had a desire for future collaboration with more stakeholders in the school. Figure 7 synthesizes the major findings of this study with a visual representation of the intervention and research question variables.

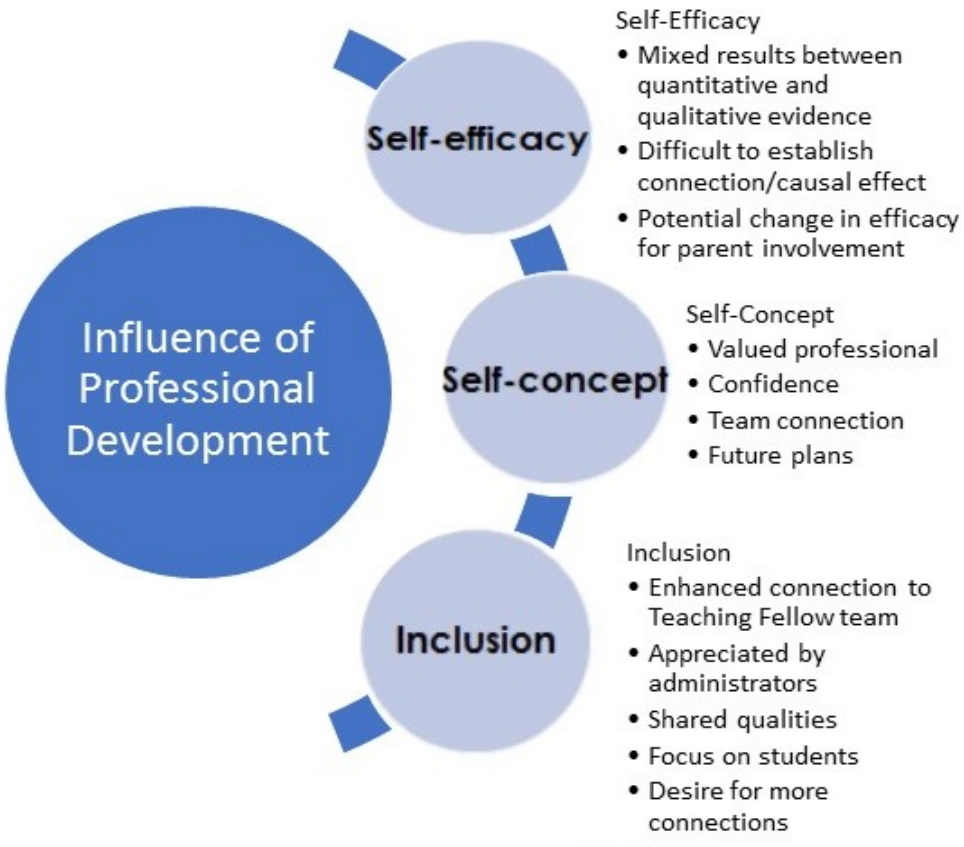

Figure 7. Summary of Findings. This figure illustrates the major concepts of the intervention study and key findings.

The summary of findings from the intervention study offers evidence to support the implementation of professional development opportunities for non-teaching staff as it promotes their inclusion in the school community. While the majority of findings of the quantitative data analysis were not significant, there was still enough evidence from the survey data and with support from the qualitative data that Teaching Fellows in the treatment group experienced a change in self-efficacy, self-concept, and sense of inclusion as a professional at the end of the study.

Conclusions

The intervention study of professional development's impact on self-efficacy and self-concept of non-teaching charter school employees offered a thought-provoking combination of results. Professionalizing the role of non-teaching staff in charter schools is a complex endeavor, and the results of this study offer insights as to how school leaders may examine the role of non-teaching staff and develop a strategy to support non-teachers. Mizell (2010) asserts that effective professional development helps educators to build knowledge and skills that support student learning, and that no matter the structure or purpose, a school that encourages all employees to participate in professional development "demonstrates that it is serious about all educators performing at higher levels" (p. 18). Though the key variables measured in this intervention study were self-efficacy and self-concept, it is important to understand how these variables, along with feelings of inclusion in the school community, influence the mindset and behavior of the employees, which will ultimately affect students. The results of the study demonstrate the complexity of self-efficacy as it relates to professional development, the multiple dimensions of self-concept, the value of connection between employees in a school environment, and the potential for attrition in the workforce when professional needs are not met.

Complexities of Self-Efficacy

Self-efficacy proved to be a difficult concept to analyze, especially in relation to participation in professional development. The quantitative data did not provide overwhelming evidence of significant changes in self-efficacy levels as a result of the intervention, with the exception of the subscale of Parent Involvement in the Teacher

Self-Efficacy instrument. To augment these findings, the qualitative data collected from open-ended questions and interviews suggested that there may have been some shift in self-efficacy levels. Research Question 1 narrows the focus of measuring the self-efficacy levels of non-teaching staff to the realm of instructional duties. The quantitative analysis from Bandura's Teacher Self-Efficacy Instrument did not show a significant change as anticipated for the treatment group for this subscale. To reiterate, the only evidence of change was the difference between the control and treatment group for the subscale of Parent Involvement as demonstrated in the independent t-test post-test and the GLM. The results of the General Self-Efficacy Scale for both groups indicated that participants had a fairly high personal sense of self-efficacy before and after the study. This may have affected or limited the impact of participation in professional development workshops and reflection discussion sessions.

An examination of the qualitative data from the interviews supported the hypothesis that self-efficacy levels would increase as a result of participation in professional development. The treatment group participants reported that they were highly confident in their ability to complete assigned tasks and handle challenges, whereas the control group gave more moderate responses. Also, treatment group participants elaborated that they felt more confident in handling substitute teaching assignments, classroom management, and academic support for struggling students. In applying Bandura's (2006) theory on self-efficacy to the structure of professional learning workshops and reflection discussions, the Teaching Fellows in the treatment group had the opportunity to engage in verbal persuasion and vicarious experiences as they learned strategies for classroom management, academic support, and managing

parent communications. Based on the qualitative data, these opportunities contributed to their self-efficacy with regards to some instructional tasks and in managing parent communications. While it is difficult to define a substantial, statistically significant change in self-efficacy levels for all measurable items, there was some difference for the treatment group between the beginning and end of the study that positively impacted their belief in their ability to accomplish tasks.

Positive Self-Concept

Self-concept has a broad definition, which also makes it difficult to measure. As Cooper and Thatcher (2010) suggest, self-concept involves one's sense of identity as an individual, within a group, within an organization, and also includes their self-perception of unique traits, qualities, and roles. The open-ended survey questions and interviews were extremely valuable, because these data sources gave meaningful insight as to how Teaching Fellows viewed their role and sense of self within the organization. The control group appeared to have more incongruent perspectives on their level of value in the school community and how others perceived them. They tended to describe their role by listing job tasks and cited traits such as work ethic, efficiency, adaptability, and experience as ones that enabled their success. The responses for the control group were fairly similar to the needs assessment that was conducted the previous year. In contrast, Teaching Fellows in the treatment group provided more in-depth descriptions of their role that included tasks as well as statements about their high value to the community, their focus on others, and their connection to all stakeholders.

Teaching Fellows in the treatment group emphasized their shared value of teamwork, flexibility, desire to learn and help others, and respect as traits that made them

successful in their roles. In revisiting some of the studies previously discussed on social dynamics in organizations from Mayo (1933) and Lewin et al. (1939), it was apparent how the sense of teamwork and group identity became a motivating part of the treatment group's work experience and self-concept. Also, in reflecting upon Vygotsky's (1978) sociocultural learning theory, it made sense that the treatment group described how their sense of self-concept was connected to their team and value for social support. All of the treatment group participants who were interviewed described a positive sense of self and their value to their school. In discussing relationships with other stakeholders, while some control group members shared similar viewpoints, a few expressed frustrations with their role and a sense of disconnect from teachers and administrators. One participant in the control group mentioned that there was confusion over expectations and responsibilities for Teaching Fellows, and another participant suggested that more feedback was needed from supervisors. Overall, Teaching Fellows in the treatment group expressed a stronger sense of identity and positive frame for how they fit into the overall school community.

Connection to the School Community

In extending the conclusions on how Teaching Fellows' perceptions of their role and self-concept changed as a result of the study, one of the themes that was evident in the qualitative data was that participants in the treatment group had a defined, strong sense of connection to the school community. In response to every question asked in the interviews, more than one participant would relate their answer back to their sense of teamwork and community connection. Treatment group participants described the strength of their relationships to administration, teachers, students, and to one another.

Teamwork, respect, humor, focus on others, and a desire to help were qualities the participants mentioned as ones that contributed to success. Two of the treatment group participants explained that participation in professional development increased their connection to others within the group and within the school. They also expressed a desire to build more relationships with veteran teachers and staff. In contrast, the control group had differing opinions on their sense of connection and their perceived value by others. Two control participants mentioned specifically that there was a disconnect or lack of understanding between Teaching Fellows and the administrators. Multiple control group participants expressed a desire for formalized training, development, and guidance for advancing in the organization. Teaching Fellows in the treatment group expressed their value of feeling connected to the school community and for having the opportunity to grow as professionals. In examining the qualitative data in response to the third research question addressing feelings of inclusion, this study provides evidence that participation in professional learning enhanced the participants' sense of connectedness and inclusion in the organization. There are powerful implications here for school leaders to consider; attempting to professionalize the role of non-teaching staff in schools may lead to a greater sense of connection with the community for employees and offer a source of motivation for continuing with the school organization.

Reducing Attrition

A final observation based on the feedback from the interviews is that attrition may be a variable that could be further documented and explored in continuing this research. Two out of six control group participants expressed that they intended to leave the organization at the end of the year. One control group participant expressed uncertainty

as to whether or not he would return. The remaining three stated an intent to return but a desire to take on a different role. In comparison, all six treatment group participants expressed their intent to return to the organization for the next year. Two treatment group members intended to pursue full-time or part-time teaching opportunities, and four planned to continue their role as Teaching Fellows with the hopes of learning more skills in administrative areas. While it is not possible to draw a definite correlation between participation in professional development and employee attrition rates, it may be that a strong community connection and positive self-concept contributes to the employees' decision to return. There are few studies that focus on non-teaching staff in charter schools, let alone ones that examine attrition rates with this population. In drawing from research on teacher attrition, there is evidence to indicate that teachers often leave the profession due to lack of preparation, development, and mentors (Darling-Hammond, 2012; Kapadia, Coca, & Easton, 2007). This intervention study was not designed to examine this variable, but it was interesting to see the comparison between the treatment group and control group as they considered their plans to continue or not continue with the organization.

Discussion

Professionalization of non-teaching staff in K-12 charter schools requires school leaders to think about how employees affect the learning environment for students on a macro-level and to think creatively of ways to engage every employee on a micro-level. Professional development has potential to make meaningful changes in the school workforce; yet, it is a considerable challenge to plan, coordinate, and implement it, and to measure its impact. The research questions that guided the intervention study were

framed with the intention that this study would explore the nature of professional development targeting non-teaching staff with regards to self-efficacy, self-concept, and inclusion in school communities. The hypotheses presented were to evaluate whether or not participation in professional development would increase levels of self-efficacy and enhance positive self-concept. The quantitative data analyses indicated that for the majority of items there was no statistically significant difference for participants from the beginning of the study to the end of the study in their levels of self-efficacy. This does not mean that there is no value in this attempt at quantifying efficacy outcomes in relation to professional development; rather, it shows the challenges of measuring self-efficacy and that the intervention approach and tools for measurement may need modification for further research. The quantitative data analysis offered some evidence that self-efficacy had changed for treatment participants in the area of Parent Involvement. Pairing this with the descriptive data analysis, it is plausible that if more samples had been collected, there may have been additional statistically significant changes in other areas of self-efficacy. Analysis of the qualitative data demonstrated a clearer shift in perception of self-efficacy and the participants' belief in their abilities to accomplish tasks and handle challenges.

In addressing the second research question and hypothesis concerning self-concept, the qualitative data indicated that participants in the treatment group collectively had more positive descriptions of their role, their value, and their sense of identity within the school. Furthermore, the qualitative data analysis indicated that professional development did influence the Teaching Fellows' sense of connection to the school community, inclusion, and identity as a team. In contrast, the control group had

dissimilar responses in describing their role in the school and their relationships to other stakeholders.

Two key themes that emerged from the analysis were the sense of community connection that resulted from participation in professional learning and the participants' consideration of their future with the organization. Participants in the treatment group communicated a strong sense of connection to one another and other stakeholders in the school. They also indicated their desire to build further connections with teaching faculty and to continue their growth as professionals in the organization. The control group participants had mixed attitudes with regards to their sense of community connection and some were certain they would not return to work for the organization in the future. Battey and Frank (2008) examined the importance of building knowledge and skills as part of shaping professional identity. Professional identity can factor into one's sense of connection to the workplace and other stakeholders. Also, connection to the community may be related to an employee's decision of whether or not to continue working for the organization. The responses from all participants in the study indicated a desire or need for connection in the workplace with other stakeholders such as faculty and administrative staff, as well as a desire for future professional growth. The initial needs assessment and intervention study was grounded in organizational theory, which emphasizes stakeholder relationships and structures in organizations, and sociocultural theory, which focuses on social interactions, language, and culture in the construction of knowledge. The results of the intervention study demonstrate how these theoretical frameworks underpin much of what employees say and do in response to their roles

within the organization, their relationships with others, their ability to improve and/or to pursue a future with the organization.

Implications and Recommendations

Despite the combination of results for this study, there is much that can be taken from this work and adjusted for future research. This study was meant to put a spotlight on an often-overlooked part of the educational workforce, the support staff. Professional development is not a new concept for K-12 education; however, this study introduced the idea of development in a different way by focusing on non-teaching support staff as the primary stakeholders and beneficiaries of professional learning. For the given context of a K-12 charter school, this study demonstrated a need for non-teaching staff in the Teaching Fellow role to engage and connect in their community as professionals and their desire for development. A review of existing research in the field of professional development, self-efficacy, and self-concept was instrumental in forming the proposed intervention, which was tested using a control and treatment group. The intervention was a professional development program consisting of workshops and reflection sessions that covered a variety of topics relevant to the role of Teaching Fellows. The hypotheses were that engagement in professional development would enhance self-efficacy for non-teaching staff in the realm of instruction, improve professional self-concept, and solidify their sense of community connection. The analysis of quantitative and qualitative data demonstrated that Teaching Fellows who engaged in the professional development program experienced a slight shift in self-efficacy, especially with regards to involving parents in the school, that they had a positive formation of professional self-concept, and they developed a stronger connection to the school community. This is significant

because self-efficacy and self-concept may influence the thoughts and behaviors of support staff as they perform duties and pursue improvement in carrying out their responsibilities. In turn, this may impact students, parents, teachers, and administrators, with whom they interact every day. However, this study was not without limitations, and the mixed results of the quantitative and qualitative data with regards to self-efficacy made it difficult to establish a definitive direct causal relationship between participation in professional development and increased self-efficacy.

The major implication of this study is that there is value in creating opportunities for non-teaching staff to engage in professional learning and reflection, because in doing so, non-teaching staff may develop stronger skills, knowledge, and connection to the school community and opt to continue on in their career in education. The findings imply that it is worthwhile to consider the development of non-teachers through the examination of self-efficacy and self-concept, but in this endeavor there must be strategy to support efforts and a clear process for measuring outcomes. The mixed results of the quantitative and qualitative data suggest that stakeholders must take a mindful approach in measuring outcomes from professional development and be aware of the complexities and confounding variables that may impact the work. Clearly, there are further avenues for exploring this field of research and in creating a model that does produce positive results for school employees. Though Teaching Fellows as support staff are the main stakeholder for this new body of research, there are implications for a variety of stakeholders. Based on the implications, themes, and theoretical frameworks in the examination of the study, the following sections offer recommendations for Teaching Fellows, teachers, school leaders, policy-makers, and researchers.

Recommendations for Teaching Fellows

The following recommendations are offered for Teaching Fellows or any K-12 employees in a non-teaching role.

1. Seek opportunities to experience professional learning and reflection. The qualitative data from this study gave evidence that Teaching Fellows who engaged in professional learning workshops and reflection sessions found these experiences to be beneficial for their development of skills, knowledge, and sense of connection to the school. Studies in professional development have demonstrated the value of participation in workshops when related to practice and paired with opportunities for reflection (Guskey & Yoon, 2009; Loucks-Horsley et al., 2009; Wei et al., 2009). Though not all school organizations may have such opportunities available to support staff, it is important for school employees to seek out and take advantage of any opportunity that will support their learning and professional growth.

2. Communicate needs to supervisors in considering career growth and interests. This study placed its focused on defining the needs of support staff and attempted to design an intervention to satisfy their needs for professionalization. Because this is a new area of research, it is vital for those stakeholders at the heart of this work to contemplate what they want and need in order to thrive as educational professionals. The needs assessment demonstrated a clear desire for Teaching Fellows to feel valued and have opportunities to learn. Teaching Fellows who engaged in professional development as part of the intervention study indicated that they felt more connected with their supervisors as a result of their participation. Communicating their ideas and sharing their goals was motivational for many of them. For support staff working in K-12 schools, it

may be difficult to find time or have a means to connect with supervisors or other staff members depending on the organizational context. Nevertheless, stating one's professional interests may help non-teaching staff to clarify their needs and determine a path for attaining their goals.

Recommendations for Teachers

The following recommendations are general offerings for K-12 teachers in examining their relationship to this work.

1. Consider your role in mentoring non-teaching employees as they seek collaboration to gain professional knowledge. Teachers are key stakeholders in the school organization and have the potential to be game-changers in leading other staff members in professional development. One of the findings of this study was that Teaching Fellows desired more opportunities to collaborate with veteran teachers, to job-shadow, and to assist them. As leaders in the school community, teachers can be a major support for non-teaching staff as they develop skills in communicating with students and parents, managing student behavior, and making decisions that support student learning. Collective participation has been identified as a key component for the success of professional development (Desimone, 2009; Garet et al., 2001), and teachers may have the ability to play a role in supporting their non-teaching colleagues in the learning process.

2. Identify ways to include non-teaching staff in the classroom and school community, whether or not a professional development program is present. In looking back at the initial needs assessment, the topic of school culture was a variable examined through the perceptions of Teaching Fellows. School culture is the shared beliefs, values,

and norms that influence members of an organization (Peterson and Deal, 2002). The actions of all stakeholders play a part in shaping the culture of a school. The intervention study highlighted the connection that treatment participants felt to others in the school after taking the time to talk and interact with them. Whether or not a professional development program exists, it makes sense for all stakeholders to define what actions they can take each day to make others feel connected, because ultimately, this will influence the educational environment and outcomes for children.

Recommendations for School Leaders

The following four recommendations are geared toward school leaders to support their endeavors in creating professional opportunities for non-teaching staff.

1. Provide opportunities for all employees, both teaching and non-teaching, to engage in professional development that fosters collaboration. This study shed light on the needs of non-teaching staff for professional growth. In considering the body of research in professional development and the results of this study, it is recommended that school leaders prioritize talent development and strategically include all employees in offerings of professional learning. The study demonstrated value for Teaching Fellows in participating in development, as it increased their efficacy for involving parents in the educational environment, supported professional self-concept, and enhanced their connection to the school community. In contrasting the interview responses between the treatment and control group, it was apparent that more of the treatment group members intended to return to work for the organization in the future. This may be another positive effect of having professional growth opportunities for all employees. Furthermore, the element of collaboration is critical for the effectiveness of professional

development programs. Studies have shown that interactions with colleagues are integral to supporting self-concept (Battey & Franke, 2008; Davies, 2012). Also, collective participation has been identified as a key factor in strengthening professional development activities (Desimone, 2009; Garet et al., 2001). By intentionally and strategically providing activities that support learning for all employees, school leaders can galvanize their workforce and promote shared cultural values that have a positive impact on members of the school organization.

2. Design professional development programs to make sure enough time is allocated for meaningful change. One of the challenges with this intervention study was the condensed time frame. Since studies in professional development show that sustained efforts and time are needed in order to have a dynamic impact on learning (Garet et al., 2001; Penuel et al., 2007), it is recommended that that school leaders design programs that allow for learning to take place over a series of months. Additionally, the number of contact hours for professional learning should be maximized as much as possible with a goal of 14 hours or more (Yoon et al., 2007).

3. Design professional development programs with clear, measurable goals that can be tailored to the learning needs of both the group and the individual. Just as lesson plans for students must have an objective and definable outcome, professional learning for adults must also have clear goals. In investigating the needs of Teaching Fellows, it became clear that there were some shared needs for growth and also some individual needs based on the goals of each person. Qualitative data from this study demonstrated the diverse perspectives of Teaching Fellows as they articulated their desire for more training opportunities and different career paths. In designing a comprehensive approach

to professional development, it is recommended that school leaders plan for learning that affects the collective group and additional opportunities for individuals to pursue their unique interests.

4. Focus professional development activities on both building professional knowledge/skills and also on strengthening inclusion in the school community. In analyzing the responses of Teaching Fellows in the treatment group, there were examples of how professional learning workshops and reflection sessions supported their acquisition of knowledge and skills related to their role, as well as their connection to others in the community. School leaders can shape learning content and activities in a way that promotes both of these areas, which may lead to better outcomes for both the participants and the community as a whole.

Recommendation for Policy-Makers

The following recommendation is meant for policy-makers with regards to their role in shaping systemic change.

1. Examine existing structures and potential opportunities to expand professional development programs in K-12 schools to include non-teaching employees. Policy-makers have the ability to analyze systems holistically to identify how policies are created and communicated in order to impact talent development. In looking at the structure of K-12 schools and means of reform, policy-makers should examine not only how systems support leaders and teachers, but also how they address non-teaching personnel. Given the mass volume of non-teaching staff in K-12 schools and the valuable roles they fulfill, policy-makers may need to restructure how they think of school systems and investigate strategies that would empower schools to promote

professional learning at every level and to all employees. Policy-makers have the power to develop a strategic plan for school systems to implement professional learning opportunities that expand the knowledge, skills, and connection of non-teaching staff within the school community. This would require them to consider funding sources, stakeholders and resources needed, timelines, and definable outcomes, in developing infrastructure to sustain development programs.

Recommendations for Researchers

The following recommendations are offered to researchers who wish to further examine the role of non-teaching staff in K-12 schools.

1. Identify clear variables to measure in relationship to professional development as an intervention and scrutinize how the activities of professional development programs may be connected to the variables. One of the challenges of this study was defining measurable variables (self-efficacy and self-concept) and then determining a means to relate outcomes to the activities of the intervention. Operationalizing variables is critical to the process of research. Because studies have produced mixed results as to the outcomes of professional development (Desimone et al., 2013; Newmann et al., 2000; Wallace, 2009; Wei et al., 2009), it is recommended that researchers carefully define variables and have a clear plan for assessing the connection between activities and impact on those variables.

2. In examining the effects of professional development for non-teaching staff populations, refine the measurement tools used for quantitative and qualitative data analysis to ensure the tools match the content of professional development efforts. Another challenge in this study was in establishing valid tools for measuring self-efficacy

and self-concept that fit the context and activities of the study. It is recommended that future researchers carefully review and conduct a pilot-test of measurement tools, if possible, before launching into longer investigations in order to make sure the data collected supports the goals of the research. Shadish et al. (2002) underscore the importance of fidelity measures and validity in determining the tools and methods for research. The results of this study demonstrate the complex nature of professional development, self-efficacy, and self-concept. Therefore, it is recommended that researchers who intend to pursue research in this field take time to review and test measurement tools to make sure these components will accurately and effectively produce valid data.

3. Carefully select the school population and context for studying the development of non-teaching staff and strive for as many participants as possible. The context of this study was unique as a charter school system and the role of non-teaching staff was particularly distinct. For future researchers, it may be beneficial to compare how this role is constructed in various systems and how this would affect the design of professional development opportunities. As stated previously, there is no universal approach that will fit all contexts in education; however, there appears to be foundational components of development that apply to many school organizations. Contextualizing the environment for study and participants is important in understanding outcomes and areas for future research. A limitation in this study was the small number of participants, and in reviewing the quantitative data, it would appear that there may have been additional significant findings had there been more participants. Small samples sizes decrease the power of a study and make it difficult to validate or generalize results (Shadish et al.,

2002); thus, it is recommended that researchers seek contexts that will allow for larger sample sizes in future studies of non-teaching staff in order to effectively measure outcomes of professional development.

In thinking about the value in this work, we must revisit the underlying goal of any school reform endeavor --- to have a meaningful impact on a child's education. Non-teaching staff provide support to students in public schools every day. What would it mean if school leaders and policy-makers examined every role in a school organization with an assumption that each person has the potential to make an essential contribution to a child's education? For school-site leaders, central district administrators, and policy-makers, this may mean putting more effort into structuring programs and opportunities so that all employees have the chance to learn and grow. It may mean creating policies that require schools to expend effort and funds into professional development that is tied to student support and community-building. It may mean that district administrators need to creatively think of how they can tap into their veteran staff to become mentors and leaders for programs that support new staff members. It may also lead to a whole new means for schools to recruit talented people to work for them, because talented people desire connection and the promise that they can have a successful career with an organization. Guskey and Yoon (2009) assert that "effective professional development requires considerable time, and that time must be well organized, carefully structured, purposefully directed, and focused on content or pedagogy or both" (p. 499). With time and persistence, it is possible to develop a strong model for development of non-teaching staff that leads to enhanced self-efficacy, self-concept, and community, and ultimately, a

better education for children who interact with non-teaching staff throughout their school experience.

Limitations

In reflecting upon the scope of this research, there are a number of limitations in this study that could have impacted its results, and there are ways that future studies in this area could be redesigned. First, the limited sample size of the population made it more difficult to engage in higher levels of data analysis and to make generalizations about the results. Future studies of non-teaching staff within this organization or other organizations should include more participants and/or school campuses in order to increase the power of the study. Also, the participants in the study showed fairly high levels of general self-efficacy in both the pre-test and post-test, which may have affected their responses to the Teacher Self-Efficacy Instrument. Perhaps, the tools for measuring self-efficacy could be modified and refined to focus on more specific target areas, such as instructional strategies or classroom management, to more accurately gauge variances. Also, the quantity and scope of professional development activities was limited by time and personnel availability. Lack of time was probably one of the greatest factors that hindered the results of this study. Yoon et al. (2007) indicate in their review of studies connecting professional development to positive outcomes for student achievement specify that studies that included 14 hours or more of professional learning tended to have the strongest impact. It was clear from the participants' responses that they desired more opportunities to collaborate with teaching faculty or to have specialized "tracks" for learning about specific jobs within the organization. In order to improve the intervention

model, it seems reasonable that more time for workshops, observations, reflection, collaboration, and feedback is needed to yield better results.

In future studies, it may be beneficial to design more alternatives to professional development workshops that examine collaborations with different types of employees and allow participants the opportunity to engage in job-shadowing, have discussions with mentor teachers or administrators, and receive formal performance evaluations and ongoing feedback. To enhance the quality of the study's data, it would also be beneficial to interview or survey stakeholders other than the Teaching Fellows, so as to better understand the perspectives of teachers, parents, students, and other administrators. To further explore and expand the research in self-concept, it may be beneficial to design or utilize a pre-existing scale for measuring aspects of self-concept to have additional quantitative data to analyze. Future professional development program efforts could also take a more focused approach on building connections amongst these stakeholders and soliciting their feedback to continue refining professional learning activities and to support inclusion of all members of the school community.

Final Thoughts

In summarizing the conclusions of this research, there is still much work to be done in analyzing the impact of professional development and in creating a solid, formal structure for development of non-teaching staff in K-12 charter schools. Further studies in this realm should include all stakeholders in a school community and continue to build connection between professional learning, efficacy, self-concept, and social connection. School leaders and policy-makers must weigh the importance of investing in the learning and growth of those they oversee. Developing talent should be a priority for school

leaders, and it requires a strategic approach. There is a business joke that has relevance to this work and makes a poignant observation about the value of developing people. It includes this exchange between a chief financial officer and a chief executive officer:

> CFO: "What happens if we invest in developing our people and then they leave us?"
>
> CEO: "What happens if we don't and they stay?"
>
> (Lippman, 2016)

Professionalization of the workforce necessitates strategic training and development of employees. When it comes to realizing the potential for its impact and how that may influence the quality of education for children in K-12 schools, it is clear that all members of a school community are worth the investment.

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Appendix A

Table 1. Demographic Characteristics of Needs Assessment Survey Participants

Table 1
Demographic Characteristics of Needs Assessment Survey Participants

		Site 1		Site 2		Site 3		TOTAL	
	N=14	N	%	N	%	N	%	N	%
Gender	Male	3	50	1	16.7	1	50	5	35.7
	Female	3	50	5	83.3	1	50	9	64.3
Race/Ethnicity	White	6	100	3	50	1	50	10	71.4
	Hispanic	0	0	2	33.3	1	50	3	21.4
	African-American	0	0	0	0	0	0	0	0
	Native American	0	0	0	0	0	0	0	0
	Asian-American	0	0	1	16.7	0	0	1	7.2
	Not specified	0	0	0	0	0	0	0	0
Length of time worked for VVL Academy	0-2 months	0	0	1	16.7	1	50	2	14.3
	3-6 months	3	50	2	33.3	0	0	5	35.7
	7-12months	1	16.7	1	16.7	1	50	3	21.4
	1+ years	1	16.7	1	16.7	0	0	2	14.3
	Not specified	1	16.7	1	16.7	0	0	2	14.3
Length of time in current position	0-2 months	0	0	1	16.7	1	50	2	14.3
	3-6 months	3	50	2	33.3	0	0	5	35.7
	7-12months	1	16.7	1	16.7	1	50	3	21.4
	1+ years	1	16.7	1	16.7	0	0	2	14.3
	Not specified	1	16.7	1	16.7	0	0	2	14.3
Years of experience as support staff	Less than 1 year	2	33.3	2	33.3	0	0	4	28.5
	1-3 years	3	50	1	16.7	1	50	5	35.7
	4-10 years	0	0	1	16.7	1	50	2	14.3
	10+ years	0	0	1	16.7	0	0	1	7.2
	Not specified	1	16.7	1	16.7	0	0	2	14.3
Level of Education Obtained	High School	2	33.3	1	16.7	0	0	3	21.4
	Some College	1	16.7	2	33.3	1	50	4	28.5
	Bachelor's Degree	3	50	1	16.7	1	50	5	35.7
	Other Certification	0	0	1	16.7	0	0	1	7.2
	Not specified	0	0	1	16.7	0	0	1	7.2

Appendix B

Table 2. Demographic Characteristics of Needs Assessment Interview Participants

(Non-Teaching Staff)

Table 2

Demographic Characteristics of Interview Participants

	N=5	N	%
Gender	Male	1	20
	Female	4	80
Race/Ethnicity	White	4	80
	Hispanic	1	20
	African-American	0	0
	Native American	0	0
	Asian-American	0	0
	Not specified	0	0
Length of time worked for VVL Academy	0-2 months	2	40
	3-6 months	2	40
	7-12months	0	0
	1+ years	1	20
Length of time in current position	0-2 months	2	40
	3-6 months	2	40
	7-12months	0	0
	1+ years	1	20
Years of experience as support staff	Less than 1 year	2	40
	1-3 years	3	60
	4-10 years	0	0
	10+ years	0	0
Highest Level of Education Obtained	High School	0	0
	Some College	0	0
	Bachelor's Degree	4	50
	Master's Degree	1	20
	Not specified	0	0

Appendix C

Table 3. Intent to Return to Support Staff Role

Table 3

Intent to Continue in Support Staff Role

		Site 1		Site 2		Site 3		TOTAL	
	N=14	N	%	N	%	N	%	N	%
Intent to return as support staff at VVL Academy	Yes	3	50	4	66.7	2	100	9	64.3
	No	2	33.3	0	0	0	0	2	14.3
	No Response	1	16.6	2	33.3	-	-	3	21.4

Appendix D

Support Staff Informed Consent Form

Johns Hopkins University

Homewood Institutional Review Board (HIRB)

Support Staff Informed Consent Form for Survey Participation	
Title:	The Role of Support Staff in VVL Academy Charter Schools
Principal Investigator:	Erin Paradis, Doctoral Student, School of Education
Date:	March 17, 2014

PURPOSE OF RESEARCH STUDY:

The purpose of this research study is to examine the perceptions of school support staff in VVL Academy Charter Schools with regards to school culture, job tasks and organizational structure.

This online survey will be sent to approximately 22 support staff members at three different VVL Academy campuses.

PROCEDURES:

What you will be asked to do in the study:

1. Complete an online survey

Time required: Approximately 15-25 minutes

RISKS/DISCOMFORTS:

There are no anticipated risks to participants.

BENEFITS:

Potential benefits of the participation in this survey include contributing to greater understanding of the needs of support staff, which may help VVL Academy managers refine hiring and development practices for support personnel.

VOLUNTARY PARTICIPATION AND RIGHT TO WITHDRAW:

Your participation in this study is entirely voluntary. You choose whether to participate. If you decide not to participate, there are no penalties, and you will not lose any benefits to which you would otherwise be entitled.

If you choose to participate in the study, you can stop your participation at any time, without any penalty or loss of benefits. If you want to withdraw from the study, please contact Erin Paradis by phone or email: ([redacted]) [redacted]-[redacted], erin.paradis@VVL Academy.org

CONFIDENTIALITY:

Any study records that identify you will be kept confidential to the extent possible by law. The records from your participation may be reviewed by people responsible for making sure that research is done properly, including members of the Johns Hopkins University Homewood Institutional Review Board and officials from government agencies such as the Office for Human Research Protections. (All of these people are required to keep your identity confidential.) Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records.

All surveys will be examined by the Principal Investigator and research affiliates only (including those entities described above). No identifiable information will be included in any reports of the research published or provided to school administration.

Support staff surveys will be collected in electronic format, or paper format (if needed). Survey data completed electronically will be collected via a password protected Survey Monkey account that belongs to the Principal Investigator. In the case that you are unable to complete the surveys electronically, paper copies will be provided. In both electronic and paper format, this data will not include identifiable information. Only participant numbers will be included on these surveys.

All research data will be kept in a locked office. Electronic data will be stored in the PI's computer, which is password protected. Any original electronic files will be erased and paper documents shredded, ten years after collection.

Only group data will be included in publication; no individual achievement data will ever be published. Pseudonyms will be used for case study information.

COMPENSATION:

You will not receive any payment or other compensation for participating in this study.

IF YOU HAVE QUESTIONS OR CONCERNS:

You can ask questions about this research study now or at any time during the study, by talking to Erin Paradis via phone or email: ([redacted]) [redacted]-[redacted], erin.paradis@VVL Academy.org

If you have questions about your rights as a research participant or feel that you have not been treated fairly, please call the Homewood Institutional Review Board at Johns Hopkins University at (410) 516-6580.

SIGNATURES

WHAT YOUR SIGNATURE MEANS:

> Clicking on the link to the survey below means that you understand the information in this consent form. Clicking on the survey link provides your signature, which also means that you agree to participate in the study.
>
> By clicking on the link to the survey, you have not waived any legal rights you otherwise would have as a participant in a research study.

Survey Link: [INSERT LINK]

Signature of Person Obtaining Consent **Date**

(Investigator or HIRB Approved Designee)

Appendix E

Support Staff Informed Consent Form for Interview Participation

Johns Hopkins University
Homewood Institutional Review Board (HIRB)

Teaching Fellows Informed Consent Form

Title:	The Role of Support Staff in VVL Academy Charter Schools
Principal Investigator:	Erin Paradis, Doctoral Student, School of Education
Date:	September 17, 2014

PURPOSE OF RESEARCH STUDY:

The purpose of this research study is to examine the perceptions of school support staff in VVL Academy Charter Schools with regards to school culture, job tasks and organizational structure. Information from the Teaching Fellows will be used to further assess the role of support staff in school culture and operations.

This interview process will take place with Teaching Fellows at three VVL Academy school sites.

PROCEDURES:

What you will be asked to do in the study:

1. Participate in an audio-recorded interview

Time required: Approximately 15-30 minutes

RISKS/DISCOMFORTS:

There are no anticipated risks to participants.

BENEFITS:

Potential benefits of the participation in this survey include contributing to a greater understanding of the needs of support staff, which may help VVL Academy managers refine hiring and development practices for support personnel.

VOLUNTARY PARTICIPATION AND RIGHT TO WITHDRAW:

Your participation in this study is entirely voluntary. You choose whether to participate. If you decide not to participate, there are no penalties, and you will not lose any benefits to which you would otherwise be entitled.

If you choose to participate in the study, you can stop your participation at any time, without any penalty or loss of benefits. If you want to withdraw from the study, please contact Erin Paradis by phone or email: (███) ███-████, erin.paradis@VVLAcademy.org

CONFIDENTIALITY:

Any study records that identify you will be kept confidential to the extent possible by law. The records from your participation may be reviewed by people responsible for making sure that research is done properly, including members of the Johns Hopkins University Homewood Institutional Review Board and officials from government agencies such as the Office for Human Research Protections. (All of these people are required to keep your identity confidential.) Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records.

All interview notes and recordings will be examined by the Principal Investigator and research affiliates only (including those entities described above). No identifiable information will be included in any reports of the research published or provided to school administration.

Interview recordings and written notes will be collected by the Principal Investigator. In both electronic and paper format, this data will not include identifiable information. Only participant numbers will be included in these interviews.

All research data will be kept in a locked office. Electronic data will be stored in the PI's computer, which is password protected. Any original electronic files will be erased and paper documents shredded, ten years after collection.

Only group data will be included in publication; no individual achievement data will ever be published. Pseudonyms will be used for case study information.

COMPENSATION:

You will not receive any payment or other compensation for participating in this study.

IF YOU HAVE QUESTIONS OR CONCERNS:

You can ask questions about this research study now or at any time during the study, by talking to Erin Paradis via phone or email: (███) ███-████, erin.paradis@VVL Academy.org

If you have questions about your rights as a research participant or feel that you have not been treated fairly, please call the Homewood Institutional Review Board at Johns

Hopkins University at (410) 516-6580.

SIGNATURES

WHAT YOUR SIGNATURE MEANS:

Your signature below means that you understand the information in this consent form. Your signature also means that you agree to participate in the study.
By signing this consent form, you have not waived any legal rights you otherwise would have as a participant in a research study.

Participant's Signature **Date**

Signature of Person Obtaining Consent **Date**
(Investigator or HIRB Approved Designee)

Instructor Participant Code: _____

Appendix F

Operations Supervisor Informed Consent Form

Johns Hopkins University

Homewood Institutional Review Board (HIRB)

Operations Supervisor Informed Consent Form	
Title:	The Role of Support Staff in VVL Academy Charter Schools
Principal Investigator:	Erin Paradis, Doctoral Student, School of Education
Date:	March 17, 2014

PURPOSE OF RESEARCH STUDY:

The purpose of this research study is to examine the perceptions of school support staff in VVL Academy Charter Schools with regards to school culture, job tasks and organizational structure. Information from the supervisors will be used to further assess the role of support staff in school culture and operations.

This interview process will take place with the Operations Supervisor at two VVL Academy sites.

PROCEDURES:

What you will be asked to do in the study:

1. Participate in an audio-recorded interview

Time required: Approximately 15-30 minutes

RISKS/DISCOMFORTS:

There are no anticipated risks to participants.

BENEFITS:

Potential benefits of the participation in this survey include contributing to a greater understanding of the needs of support staff, which may help VVL Academy managers refine hiring and development practices for support personnel.

VOLUNTARY PARTICIPATION AND RIGHT TO WITHDRAW:

Your participation in this study is entirely voluntary. You choose whether to participate. If you decide not to participate, there are no penalties, and you will not lose any benefits to which you would otherwise be entitled.

If you choose to participate in the study, you can stop your participation at any time, without any penalty or loss of benefits. If you want to withdraw from the study, please contact Erin Paradis by phone or email: (███) ███-████, erin.paradis@VVLAcademy.org

CONFIDENTIALITY:

Any study records that identify you will be kept confidential to the extent possible by law. The records from your participation may be reviewed by people responsible for making sure that research is done properly, including members of the Johns Hopkins University Homewood Institutional Review Board and officials from government agencies such as the Office for Human Research Protections. (All of these people are required to keep your identity confidential.) Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records.

All interview notes and recordings will be examined by the Principal Investigator and research affiliates only (including those entities described above). No identifiable information will be included in any reports of the research published or provided to school administration.

Interview recordings and written notes will be collected by the Principal Investigator. In both electronic and paper format, this data will not include identifiable information. Only participant numbers will be included in these interviews.

All research data will be kept in a locked office. Electronic data will be stored in the PI's computer, which is password protected. Any original electronic files will be erased and paper documents shredded, ten years after collection.

Only group data will be included in publication; no individual achievement data will ever be published. Pseudonyms will be used for case study information.

COMPENSATION:

You will not receive any payment or other compensation for participating in this study.

IF YOU HAVE QUESTIONS OR CONCERNS:

You can ask questions about this research study now or at any time during the study, by talking to Erin Paradis via phone or email: ([redacted]) [redacted]-[redacted], erin.paradis@VVLAcademy.org

If you have questions about your rights as a research participant or feel that you have not been treated fairly, please call the Homewood Institutional Review Board at Johns Hopkins University at (410) 516-6580.

SIGNATURES

WHAT YOUR SIGNATURE MEANS:

> Your signature below means that you understand the information in this consent form. Your signature also means that you agree to participate in the study.
>
> By signing this consent form, you have not waived any legal rights you otherwise would have as a participant in a research study.

Participant's Signature **Date**

Signature of Person Obtaining Consent **Date**

(Investigator or HIRB Approved Designee)

Instructor Participant Code: _____

Appendix G

Email to Support Staff to Participate in Needs Assessment Study

Subject: Response requested by April 9

Dear [INSERT NAME],

Thank you for your hard work and dedication to VVL Academy Schools. As an employee, we value your insights and ideas and would like your feedback in the following survey. Your input will be used to help shape future job responsibilities for support staff members and to assist VVL Academy managers in improving the hiring and development process for support staff. The survey will take approximately 15-25 minutes and is completely voluntary. Your information will remain confidential. Please read the consent form below. Clicking on the link to the survey below means that you understand the information in this consent form and that you agree to participate in the study. If you have any questions or concerns, please do not hesitate to contact me.

Survey Link: [INSERT LINK]

Thank you for your time and feedback,

Erin Paradis

Operations Supervisor

VVL Academy

Appendix H

Needs Assessment Survey Instrument for Support Staff

The Role of Support Staff in VVL Academy Charter Schools Survey Instrument

This survey instrument will be used to assess the perceptions of support staff in VVL Academy Charter Schools toward school culture, job responsibilities, and organizational structure. The feedback from this survey will be analyzed to determine how VVL Academy school managers may better support the needs of support staff and continue to improve school operations and community.

Part I. Instructions

For the following statements, please select the corresponding number to indicate if you: 1=Strongly Disagree, 2=Disagree, 3=Neither Agree or Disagree, 4=Agree, or 5=Strongly Agree.

School Culture

School culture is generally defined as the shared beliefs, values, and norms of members in a school community. Think about how you view the culture of your school as you respond to the following questions.

Questions	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. School culture affects the learning environment of VVL Academy schools.					

2. Teachers are important for shaping school culture.					
3. Administrators are important for shaping school culture.					
4. Students are important for shaping school culture.					
5. Support staff are important for shaping school culture.					
6. Employees of our school community share similar beliefs about education.					
7. I contribute my ideas to improve school operations.					
8. Adults who work at my school respect the students.*					
9. Adults who work in my school typically work well together.*					
10. We have a high level of professionalism amongst our staff members.					
11. Our staff members are open to new ways of doing things.					
12. Staff members at this school build close relationships with students.*					
13. Students have pride in the school.*					
14. Staff members have pride in the school.					

15. School administrators effectively communicate with the staff about matters that affect us.*					

Statements with an asterisk were adapted from:

State of New Jersey Department of Education. (2010). *New Jersey school climate survey: School staff*. Retrieved from http://www.state.nj.us/education/students/safety/behavior/njscs/

Job Tasks and Responsibilities

Job responsibilities are the given assignments and processes that an employee undertakes. Think about your given job requirements and tasks as you answer the following questions.

Questions	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. Support staff plays a vital role in school operations.					
2. Support staff duties mostly focus on monitoring students.					
3. Support staff helps to maintain order in the school.					
4. Support staff has the opportunity to design activities in after-school programs.					

5. Support staff is responsible for maintaining structure in after-school programs.					
6. Support staff is responsible for the safety of students during and after the school day.					
7. Support staff is given opportunities to build work-related skills.					

Organizational Structure

Organizational structure refers to the relationship between different types of employees, given their varying responsibilities. Think about your role as a support staff member and your interactions with other employees as you answer the following questions.

Questions	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. Support staff is assigned tasks based on what is needed each day.					
2. Support staff is not given specific instructions regarding daily tasks.					
3. Support staff collaborates with other employees to solve problems.					
4. Support staff frequently interacts with supervisors.					

5. Support staff frequently interacts with other school employees.					
6. Support staff frequently interacts with students.					
7. Support staff frequently interacts with parents.					
8. The structure of employee job responsibilities in the school is clearly defined.					

Part II. Instructions

Please answer the following open-ended questions.

1. How would you describe the culture of your school?
2. What do you believe are the core beliefs shared by employees at your school?
3. What are your key job responsibilities?
4. How would you describe your level of involvement in developing school policies and/or programs?
5. What do you believe would enable you to perform your best in your current position to serve the students?
6. What key factors do you believe would support your connection to the school community?
7. What factors may prevent you from developing a connection to the school community?

Background Information

The following questions are designed to assess the demographics of support staff in VVL Academy Charter Schools. Your answers are voluntary.

8. How long have you worked for VVL Academy?
9. How long have you worked in your current position?
10. How many years of experience do you have in school support staff (including VVL Academy work experience)?
11. What is your highest level of education obtained?
12. Do you plan to continue working at VVL Academy next year in a support staff role?

Appendix I

Needs Assessment Interview Instrument for Support Staff

Interview Instrument for Support Staff

The following interview process will be used with Support Staff (also known as Teaching Fellows) at each of the three campuses of study for this needs assessment and will be administered in a face-to-face interview at each respective campus. Most of the questions are open-ended to avoid bias. The interviews will be audio-recorded using an Olympus digital voice recorder.

Interview Protocol and Questions

Introduction.

The Principal Investigator will start by introducing the topic of the research study and provide the consent form to the participant. The participant will be given as much time as needed to review the form and the interview will not take place until the consent form is signed. The participant will be prompted that they may ask questions about the study before the interview begins. The interview should take approximately 15-30 minutes.

Demographic Questions

1. Do you identify as male or female?
2. For race/ethnicity, do you identify as: White, Hispanic, African-American, Native-American, Asian-American, or Other
3. How long have you worked for VVL Academy?
4. How long have you held your current position?

5. How many years of experience do you have working as support staff members?

6. What is your highest level of education obtained?

Primary Interview Questions

7. Describe your work experience and background in education.

8. How would you describe your role within the school?

9. How do you think others in the organization perceive your role?

10. What are your professional goals for this year?

11. What would enable you to achieve your goals?

12. Where do you see yourself in terms of your career next year? In five years?

13. How can VVL Academy administration and staff help you to achieve your goals?

14. What types of professional support have you received (if any) in your current position or in past positions you have held that has been effective?

Concluding comments.

At the end of the interview, the participate will be asked if they have any comments or thoughts they would like to include regarding the support staff at VVL Academy, school culture or the organizational structure of the staff. The Principal Investigator will thank the participants for their time and input and will provide contact information should the participants have any follow-up questions or suggestions.

Appendix J

Needs Assessment Interview Instrument for Operations Supervisor

Interview Instrument for Operations Supervisor

The following interview process will be used with the Operations Supervisor at two VVL Academy campuses and will be administered in a face-to-face interview at each respective campus. Most of the questions are open-ended to avoid bias. The interviews will be audio-recorded using an Olympus digital voice recorder.

Interview Protocol and Questions

Introduction.

The Principal Investigator will start by introducing the topic of the research study and provide the consent form to the participant. The participant will be given as much time as needed to review the form and the interview will not take place until the consent form is signed. The participant will be prompted that they may ask questions about the study before the interview begins. The interview should take approximately 15-30 minutes.

Background questions.

1) How long have you worked in management?
2) How many years have you worked for VVL Academy schools?
3) How long have you held your current position?

4) How many students are enrolled at your campus?
5) How many support staff members do you supervise?
6) If you have this information, how many support staff members returned to work at your school from the previous year?
7) For those returned in the role of support staff, why do you think they returned to work for your campus?

Primary interview questions.

8) How would you describe the culture of your school?
9) How do your current employees shape the culture of the school?
10) How do you think support staff help to shape the culture of the school?
11) Describe your hiring process for support staff.
12) How do you approach training support staff?
13) What specific practices do you use to develop support staff?
14) How would you describe the relationship of the support staff to other employees within the school? (Provide examples, if possible)
15) How does support staff engage in the school community?
16) How does support staff participate in designing school programs and/or policies?
17) What professional development opportunities are available for support staff?
18) What are the major challenges you face in managing the support staff?
19) What are some areas you would like to improve in managing support staff?

Concluding comments.

At the end of the interview, the participate will be asked if they have any comments or thoughts they would like to include regarding the support staff at VVL Academy, school culture or the organizational structure of the staff. The Principal Investigator will thank the participants for their time and input and will provide contact information should the participants have any follow-up questions or suggestions.

Appendix K

Table 4. Themes in Support Staff Survey Open-ended Questions

Table 4

Themes in Support Staff Survey Open-ended Questions

Survey Item	Code	Responses	Category
OE1: School Culture	Diverse	2	Stakeholder Descriptor
	Professional	1	Stakeholder Descriptor
	Lacks Definition	1	Organization Descriptor
	Academic	5	Values
	Creative	1	Stakeholder Descriptor
	Supportive	1	Climate
	Positive	1	Climate
	Corporate	1	Values
OE2: Shared beliefs	Student-centered	7	Focus/Purpose
	Safe environment	1	Value
	Focus on the future	3	Focus/Purpose
	Relevance of education	1	Focus/Purpose
	Work ethic	1	Value
	Professionalism	1	Value
	Organized	1	Actions
	Community	1	Relationships
OE3: Key responsibilities	Provide safe environment	8	Student Focus
	Care for students	2	Student Focus
	Monitor students	5	Student Focus
	Administrative	3	Operational Focus
OE4: Involvement in developing policy/programs	No involvement	1	Lacking Inclusion
	Low involvement	6	Lacking Inclusion
	Moderate involvement	4	Inclusive
	High involvement	1	Inclusive
OE5: Factors that enable job performance	Staff meetings	1	Interaction with other stakeholders
	Work as team	3	Interaction with other stakeholders
	Open mind	1	Individual Reflection
	Continuity	1	Administrative Guidance
	Communication	2	Interaction with other stakeholders
	Change of job focus	2	Administrative Guidance
	Clearer expectations/goals	1	Administrative Guidance
	Working with students	2	Interaction with other stakeholders
OE6: Factors that support connection to community	Team-building	3	Collaboration
	Communication	5	Strategic Communication
	Education	1	Development
	Recognition	1	Individual Support
	Do not need involvement	1	Transactional Involvement
OE7: Factors that prevent connection to community	Poor communication	5	Strategic Communication
	Isolation from others	2	Disconnect
	Disconnect-external stakeholders	2	Disconnect
	Lack of support	1	Disconnect
	Lack of respect from others	2	Interactions with other stakeholders
	Low involvement	1	Inclusion

Appendix L

Qualitative Data Coding: Interviews with Support Staff

Table 5

Qualitative Data Coding: Interviews with Support Staff

Category	Subcategory	Code
Role of Teaching Fellows	Job responsibilities	• Lunch monitor • Recess monitor • Subbing • Academic support • Other clerical work • Diverse
	Perception of job	• Different than expected • Disappointment • Not fully utilized
	Self-Concept	• Not reaching full potential • Want to do more • Frustrated with experience • Importance of the support role
	Stakeholder Relationships	• Disconnect with teaching staff • Isolation • Provides support for teachers and staff • Miscommunication between staff members • Lack of guidance • Strong connection with students
Other Staff's Perceptions of Teaching Fellows	Job Tasks	• Lack of awareness • Lunch/Late Bird/Recess monitors
	Perceptions of Role	• "I'm just a…" mentality • Low-level • Overlooked • Lacking skills • "Hourly" workers • Helpful support
Professional Goals	Job Transition	• Teaching opportunities • Part-time teaching • Teaching in after-school extracurricular programs • College counseling • Other admin
	Skills/Knowledge	• Improve ability to work with groups of students • Classroom management • Learn more about organization and job opportunities
	Future Plans	• Return to organization • Return to organization in different role • Transition out of organization

Table 5 (continued)

Qualitative Data Coding: Interviews with Support Staff

Enabling Supports Needed to Achieve Goals	Hands-on, job-related experience	• Substitute teaching experience • Help with academic support • Time to assist in classrooms • After-school club teaching
	Learning and development	• To understand certification requirements for teaching • Learning about teaching process
	Assistance with current tasks	• More staff support for lunch periods
	Administrative Support	• Clarify job expectations • Communicate the role to other staff members • Modify job responsibilities • Set performance expectations • Formalize a schedule • Provide opportunities for cross-training
Opportunities for Development	Formal Training	• Lack of formal training • Allowed to attend summer teacher institute • Desire for more information
	Forums for building professional knowledge and skills	• Professional Development external workshops • Professional Development internal workshops • Summer Teacher Institute • Diversify cross-training opportunities • Clear performance guidelines

Appendix M.

Qualitative Data Coding: Interviews with Operations Supervisors

Table 6

Qualitative Data Coding: Interviews with Operations Supervisors

Category	Subcategory	Code
School Culture	Focus/Purpose	• Students-centered • Safety
	Climate	• Positive • Support for teachers
	Stakeholder Relationships	• Support for others • Learn from others • Learn from mistakes • Teacher-driven • Employee-student relationships
	Job Tasks	• Variety of tasks assigned • Community event involvement
Roles of Non-Teaching Staff	Relationships	• Connection with students • Involvement in after-school program
	Job Tasks	• Diverse tasks • Support other staff members • Clerical role • Student support role • Campus safety role • Teacher support role • Participate in community events
	Changing Role	• Was part-time position that is changing • new title of "Teaching Fellow" • More interactions with teachers
Hiring and Development Process	Hiring Processes	• Lacks criteria • Employee referral • Short interview process • Sometimes trial observation • Needs work
	Development Process	• No time for training • No opportunities • Delegate tasks • Review employee manual
	Future Plans	• Need to establish criteria for new type of role • Need to increase connection with other staff

Table 6 (continued)

Qualitative Data Coding: Interviews with Operations Supervisors

Challenges and Areas for Improvement	Hiring Process	• Need to create criteria • Process is rushed
	Managing Staff	• No formal training • Need to recruit people with potential for teaching • Challenge of conflict resolution • Challenge of building trust
	Inclusion	• Interactions but no connection or relationship • Teachers take staff for granted
Contrasts in Perceptions	Role of Non-Teaching Staff	• Aide versus Teaching Fellow • Amount of teacher interaction
	Perceptions of Non-Teaching Staff	• Highly connected with others versus disconnected • Levels of Respect from other staff members

Appendix N

Table 7. Summary of Means, Median, Mode, and Standard Deviations for Scores on Culture Questions

Table 7

Summary of Means, Median, Mode, and Standard Deviations for Scores on Culture Questions

Item	Mean	Median	Mode	Standard Deviation
C1	4.14	4.00	4.00	0.66
C2	4.71	5.00	5.00	0.47
C3	4.43	5.00	5.00	0.76
C4	4.57	5.00	5.00	0.51
C5	4.29	4.00	4.00	0.73
C6	4.00	4.00	4.00	1.04
C7	4.07	4.00	4.00	0.83
C8	4.36	4.50	5.00	0.84
C9	4.07	4.00	4.00	1.07
C10	3.71	4.00	5.00	1.33
C11	3.86	4.00	4.00	0.86
C12	4.00	4.00	5.00	0.96
C13	3.79	4.00	4.00	1.05
C14	4.00	4.00	5.00	1.04
C15	3.86	4.00	5.00	1.10

Appendix O

Table 8. Correlation Analysis of Scores on School Culture Questions

Table 8

Correlation Analysis of Scores on School Culture Questions

	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15
C1	1.00														
C2	0.38	1.00													
C3	0.48	0.58	1.00												
C4	0.42	0.41	0.31	1.00											
C5	0.70	0.48	0.74	0.35	1.00										
C6	0.22	0.31	0.68	0.14	0.30	1.00									
C7	0.40	0.45	0.56	0.07	0.60	0.62	1.00								
C8	0.17	0.08	0.10	0.02	-0.05	0.61	0.40	1.00							
C9	0.30	-0.10	-0.04	0.06	0.07	0.34	0.25	0.82	1.00						
C10	0.22	0.23	0.28	0.25	0.25	0.72	0.58	0.85	0.77	1.00					
C11	0.44	0.08	0.57	0.37	0.43	0.85	0.55	0.60	0.51	0.76	1.00				
C12	0.00	0.00	0.42	0.15	0.11	0.77	0.48	0.47	0.22	0.54	0.74	1.00			
C13	0.37	0.33	0.60	0.24	0.28	0.84	0.46	0.70	0.49	0.72	0.81	0.53	1.00		
C14	0.22	0.15	0.49	0.28	0.20	0.85	0.62	0.70	0.48	0.78	0.85	0.84	0.77	1.00	
C15	0.55	0.36	0.45	0.29	0.34	0.47	0.18	0.47	0.46	0.49	0.54	0.07	0.83	0.40	1.00

Appendix P

Table 9. Summary of Means, Median, Mode, and Standard Deviations for Scores on Job Questions

Table 9

Summary of Means, Median, Mode, and Standard Deviations for Scores on Job Questions

Item	Average	Median	Mode	Standard Deviation
J1	4.21	4.50	5.00	0.89
J2	3.93	4.00	4.00	1.07
J3	4.21	4.00	5.00	0.80
J4	4.36	4.00	4.00	0.63
J5	4.00	4.00	4.00	0.88
J6	4.57	5.00	5.00	0.65
J7	3.79	4.00	4.00	0.80

Appendix Q

Table 10. Correlation Analysis of Scores on Job Responsibility Questions

Table 10

Correlation Analysis of Scores on Job Responsibility Questions

	J1	J2	J3	J4	J5	J6	J7
J1	1.000						
J2	-0.063	1.000					
J3	0.791	0.019	1.000				
J4	0.807	0.381	0.747	1.000			
J5	0.491	0.164	0.766	0.415	1.000		
J6	0.572	0.175	0.636	0.591	0.679	1.000	
J7	0.392	-0.109	0.436	0.465	0.328	0.255	1.000

Appendix R

Table 11. Summary of Means, Median, Mode, and Standard Deviations for Scores on Organizational Structure Questions

Table 11

Summary of Means, Median, Mode, and Standard Deviations for Scores on Organizational Structure Questions

Item	Average	Median	Mode	Standard Deviation
O1	3.93	4.00	4.00	1.00
O2	2.57	3.00	3.00	1.09
O3	3.79	4.00	4.00	1.05
O4	3.57	4.00	4.00	1.09
O5	3.71	4.00	4.00	0.99
O6	4.64	5.00	5.00	0.50
O7	3.79	4.00	4.00	1.12
O8	3.86	4.00	4.00	0.86

Appendix S

Table 12. Correlation Analysis of Scores on Organizational Structure Questions

Table 12

Correlation Analysis of Scores on Organizational Structure Questions

	O1	O2	O3	O4	O5	O6	O7	O8
O1	1.000							
O2	-0.526	1.000						
O3	0.351	-0.422	1.000					
O4	0.607	-0.620	0.518	1.000				
O5	0.521	-0.264	0.084	0.588	1.000			
O6	0.410	-0.162	0.137	0.406	0.711	1.000		
O7	0.604	-0.585	0.284	0.926	0.630	0.404	1.000	
O8	0.612	-0.478	0.218	0.665	0.217	0.051	0.601	1.000

Appendix T

Table 13. School Site Staff Comparison – Intervention Study

The following table compares staffing data for Site 1 and Site 2 for the proposed intervention study.

Table 13

School Site Staff Comparison – Intervention Study

Position/Category	Site 1	Site 2
Teaching Fellows	10	7
Teachers	51	55
Admin/Office	17	15
# of Teaching Fellows who returned from previous year to same role	1	1
# of Teaching Fellows who returned from previous year to a different role	3	1

Appendix U

Survey Instrument for Intervention Study

Part I. Bandura's Instrument: Teacher Self-Efficacy Scale

This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinions about each of the statements below by circling the appropriate number. Your answers will be kept strictly confidential and will not be identified by name.

Efficacy to Influence Decision making

1. How much can you influence the decisions that are made in the school?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

2. How much can you express your views freely on important school matters?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

Efficacy to Influence School Resources

3. How much can you do to get the instructional materials and equipment you need?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

Instructional Self-Efficacy

4. How much can you do to influence the class sizes in your school?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

5. How much can you do to get through to the most difficult students?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

6. How much can you do to promote learning when there is lack of support from home?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

7. How much can you do to keep students on task on difficult assignments?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

8. How much can you do to increase students' memory of what they have been taught in previous lessons?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

9. How much can you do to motivate students who show low interest in schoolwork?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

10. How much can you do to get students to work together?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

11. How much can you do to overcome the influence of adverse community conditions on students' learning?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

12. How much can you do to get children to do their homework?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

Disciplinary Self-Efficacy

13. How much can you do to get children to follow classroom rules?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

14. How much can you do to control disruptive behavior in the classroom?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

15. How much can you do to prevent problem behavior on the school grounds?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

Efficacy to Enlist Parental Involvement

16. How much can you do to get parents to become involved in school activities?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

17. How much can you assist parents in helping their children do well in school?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

18. How much can you do to make parents feel comfortable coming to school?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

Efficacy to Enlist Community Involvement

19. How much can you do to get community groups involved in working with the schools?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

20. How much can you do to get churches involved in working with the school?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

21. How much can you do to get businesses involved in working with the school?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

22. How much can you do to get local colleges and universities involved in working with the school?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

Efficacy to Create a Positive School Climate

23. How much can you do to make the school a safe place?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

24. How much can you do to make students enjoy coming to school?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

25. How much can you do to get students to trust teachers?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

26. How much can you help other teachers with their teaching skills?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

27. How much can you do to enhance collaboration between teachers and the administration to make the school run effectively?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

28. How much can you do to reduce school dropout?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

29. How much can you do to reduce school absenteeism?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

30. How much can you do to get students to believe they can do well in schoolwork?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

Resource: Bandura, A. (2006). Guide for constructing self-efficacy scales. In T.Urdan & F. Pajares (Eds.), Self-efficacy beliefs of adolescents, (pp. 307-337). Greenwich, CT: Information Age Publishing, Inc.

Part II. Generalized Self-Efficacy Scale

Please indicate your opinions about each of the statements below by circling the appropriate number.

1. I can always manage to solve difficult problems if I try hard enough.

1	2	3	4
Not at all true	Hardly true	Moderately true	Exactly true

2. If someone opposes me, I can find the means and ways to get what I want.

1	2	3	4
Not at all true	Hardly true	Moderately true	Exactly true

3. It is easy for me to stick to my aims and accomplish my goals.

1	2	3	4
Not at all true	Hardly true	Moderately true	Exactly true

4. I am confident that I could deal efficiently with unexpected events.

1	2	3	4
Not at all true	Hardly true	Moderately true	Exactly true

5. Thanks to my resourcefulness, I know how to handle unforeseen situations.

1	2	3	4
Not at all true	Hardly true	Moderately true	Exactly true

6. I can solve most problems if I invest the necessary effort.

1	2	3	4
Not at all true	Hardly true	Moderately true	Exactly true

7. I can remain calm when facing difficulties because I can rely on my coping abilities.

1	2	3	4
Not at all true	Hardly true	Moderately true	Exactly true

8. When I am confronted with a problem, I can usually find several solutions.

1	2	3	4
Not at all true	Hardly true	Moderately true	Exactly true

9. If I am in trouble, I can usually think of a solution.

1	2	3	4
Not at all true	Hardly true	Moderately true	Exactly true

10. I can usually handle whatever comes my way.

1	2	3	4
Not at all true	Hardly true	Moderately true	Exactly true

Resource: Schwarzer, R., & Jerusalem, M. (1995). Generalized Self-Efficacy scale. In J. Weinman, S. Wright, & M. Johnston, *Measures in health psychology: A user's portfolio. Causal and control beliefs* (pp. 35- 37). Windsor, England: NFER-NELSON.

Part III. Professional Development Questions

1. What types of professional development activities have you participated in this year?

2. If you did participate in professional development, how did it help you? If it was not beneficial, please explain.

3. What activities do you feel would support you in your development as a Teaching Fellow?

Part IV. Demographic Questions

Demographic Questions

1. Do you identify as male or female?
2. For race/ethnicity, do you identify as (circle one):

   White, Hispanic, African-American, Native-American, Asian-American, or Other
3. How long have you worked for VVL Academy?
4. How long have you held your current position?
5. How many years of experience do you have working as a support staff member?
6. What is your highest level of education obtained?

Appendix V

Interview Protocol for Intervention Study

The following interview process will be used participants at each of the two campuses and will be administered in a face-to-face interview at each respective campus. Most of the questions are open-ended to avoid bias. The interviews will be audio-recorded using an Olympus digital voice recorder. Digital recordings will be transcribed after each interview. Transcriptions and interview recordings will be stored in a locked filing cabinet.

Interview Protocol and Questions

Introduction.

At an introductory meeting, the Study Team Member will explain the topic and goals of the study and inform the participants of the procedures of the study. The participant will be given as much time as needed to review the informed consent form. If the participant is willing to participate in the interview process, he/she will be directed to indicate that on the consent form near their signature. Interviews will only be conducted with participants who volunteer and sign the consent form. The participant will be prompted that they may ask questions about the study before the interview begins. The interview should take approximately 15-30 minutes.

Demographic Questions

1. Do you identify as male or female?

2. For race/ethnicity, do you identify as: White, Hispanic, African-American, Native-American, Asian-American, or Other

3. How long have you worked for the organization?

4. How long have you held your current position?

5. How many years of experience do you have working as a Teaching Fellow?

6. What is your highest level of education obtained?

Primary Interview Questions.

7. How would you describe your role within the school?

8. How do you feel teachers and other staff members regard your professional role within the school?

10. How confident do you feel in your ability to achieve assigned tasks?

11. How confident do you feel in your ability to handle challenges in the work place?

12. What unique qualities/attributes do you have that help you to be successful in your position?

13. What are some shared qualities or attributes that you have with other Teaching Fellows that help you to be successful at work?

14. How has participation in professional development affected your relationship with the school community? If you have not participated in professional development, what types of activities or events help you to feel more included in the work environment?

Concluding comments.

At the end of the interview, the participate will be asked if they have any comments or thoughts they would like to include regarding the role of Teaching Fellows. The Study Team Member will thank the participants for their time and input and will provide contact information should the participants have any follow-up questions or suggestions.

Appendix W

Email to Potential Participants for PD Study – Treatment Group

Subject: Professional Development Study

Dear [INSERT NAME],

Thank you for your hard work and dedication to our students. As an employee, we value your role in the organization and hope to better provide development opportunities to you. Part of my doctoral research at Johns Hopkins University is directly related to the role of Teaching Fellows in our organization. This research study will be conducted by Dr. Annette Anderson (principal investigator) and myself. The title of the study is "Working toward inclusion: Professionalization of non-teaching staff in K-12 charter schools" and the IRB number is HIRB00003627. My hope is to work with Teaching Fellows at various campuses in our organization to understand the role and the needs of your team. I will be visiting your campus soon and would truly appreciate your participation in my research study. Participation is not required. It is completely voluntary, and if you choose to participate, your information will remain completely confidential. If you choose to participate, your responses will not in any way reflect upon your job performance or be shared with supervisors or other staff. Participation would include attending 6 professional development workshops and 6 reflection sessions during the school year, and it would also involve filling out two short surveys at different points during this school year, and possibly participating in a follow-up interview if you are interested. If you have any questions, please do not hesitate to contact me, or you may call Dr. Anderson at ([redacted]) [redacted]-[redacted]. I look forward to visiting you soon.

Thank you,

Erin Paradis

Appendix X

Email to Potential Participants for PD Study – Control Group

Subject: Professional Development Study

Dear [INSERT NAME],

Thank you for your hard work and dedication to our students. As an employee, we value your role in the organization and hope to better provide development opportunities to you. Part of my doctoral research at Johns Hopkins University is directly related to the role of Teaching Fellows in our organization. This research study will be conducted by Dr. Annette Anderson (principal investigator) and myself. The title of the study is "Working toward inclusion: Professionalization of non-teaching staff in K-12 charter schools" and the IRB number is HIRB00003627. My hope is to work with Teaching Fellows at various campuses in our organization to understand the role and the needs of your team. I will be visiting your campus soon and would truly appreciate your participation in my research study. Participation is not required. It is completely voluntary, and if you choose to participate, your information will remain completely confidential. If you choose to participate, your responses will not in any way reflect upon your job performance or be shared with supervisors or other staff. Participation would involve filling out two short surveys at different points during this school year, and possibly participating in a follow-up interview if you are interested. If you have any questions, please do not hesitate to contact me, or you may call Dr. Anderson at ([redacted]) [redacted]-[redacted]. I look forward to visiting you soon.

Thank you,

Erin Paradis

Appendix Y

Participant Consent Form for Treatment Group

Johns Hopkins University

Homewood Institutional Review Board (HIRB)

Informed Consent Form

Title:	Professionalization of Non-Teaching School Staff
Principal Investigator:	Dr. Annette Anderson
Date:	10/05/15

PURPOSE OF RESEARCH STUDY:

The purpose of this research study is explore the impact of a professional development (or PD) and evaluation framework for non-teaching school staff on levels of self-efficacy and self-concept. We anticipate that approximately 12 people will participate in this study.

PROCEDURES:

Participants will receive 6 professional development workshops and follow-up reflection sessions with a school administrator. These workshops and sessions are only for this study and are not part of regular instruction. The study team member will act as the role of investigator and will not be facilitating these sessions. The PD workshops will take 30-45 minutes. Reflection sessions will take 20-30 minutes. The participants will also be asked to complete a brief 15-20 minute survey twice, once at the beginning of the study and once at the end of the study. Participants may also be interviewed once at the end of the study for 15-20 minutes by the study team member.

RISKS/DISCOMFORTS:

There are minimal risks to participants in this study. Loss of confidentiality is possible, however, any study records that identify participants will be kept confidential to the extent possible by law. All survey responses will be de-identified and coded using numbers. All research data and interview transcriptions will be kept in a locked office. No names or identifying information will be asked during recorded interviews. No identifiable information will be included in any reports of the research published or provided to school administration. Participants of the treatment group incur some burden due to the time committed to attending and participating in workshops and reflection sessions. The facilitators of the workshops will work to schedule a time for these sessions to take place that will not affect the required tasks of the participants within their given work day. The risks associated with participating in the activities of this study are no greater than those encountered in daily life.

BENEFITS:

Participants may benefit as professionals in this study through the learning process and reflection upon their work and role in the organization. Participants will also have the opportunity to provide direct feedback to supervisors to improve the role of Teaching Fellows and their professional growth. Additional

benefits of this study may include a greater understanding of professional development and evaluation to support future non-teaching staff members in the organization. The study may benefit school organizations if results lead to a better understanding of the development of non-teaching staff.

VOLUNTARY PARTICIPATION AND RIGHT TO WITHDRAW:

Your participation in this study is entirely voluntary: You choose whether to participate. If you decide not to participate, there are no penalties, and you will not lose any benefits to which you would otherwise be entitled.

If you choose to participate in the study, you can stop your participation at any time, without any penalty or loss of benefits. If you want to withdraw from the study, please contact Erin Paradis at ([redacted]) [redacted]-[redacted] or by email at erin.paradis@VVL Academy.org

If we learn any new information during the study that could affect whether you want to continue participating, we will discuss this information with you.

CIRCUMSTANCES THAT COULD LEAD US TO END YOUR PARTICIPATION:

Under certain circumstances we may decide to end your participation before you have completed the study. Specifically, we may stop your participation if you change positions within the organization and are no longer serving in the role of Teaching Fellow.

There may also be other circumstances that would lead us to end your participation.

ALTERNATIVES TO PARTICIPATION:

Participants in this study may benefit from receiving training via professional development workshops and personal career development through reflection and evaluation sessions. Alternatives to participation may include attendance at external educational workshops through non-profit organizations and/or meeting with supervisors regularly to review performance criteria.

CONFIDENTIALITY:

Any study records that identify you will be kept confidential to the extent possible by law. The records from your participation may be reviewed by people responsible for making sure that research is done properly, including members of the Johns Hopkins University Homewood Institutional Review Board and officials from government agencies such as the National Institutes of Health and the Office for Human Research Protections. (All of these people are required to keep your identity confidential.) Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records.

All surveys will be examined by the Principal Investigator, Study Team Member and research affiliates only (including those entities described above). No identifiable information will be included in any reports of the research published or provided to school administration.

Surveys will be collected in electronic format, or paper format (if needed). Survey data completed electronically will be collected via a password protected Survey Monkey account that belongs to the Study Team Member. In the case that you are unable to complete the surveys electronically, paper copies will be provided. In

both electronic and paper format, this data will not include identifiable information. Only participant numbers will be included on these surveys.
Interviews will be audio-recorded for this study and transcribed by the Study Team Member. No names or identifying information will be asked during audio-recorded interviews. Only the PI and Study Team Member will have access to the audio-recorded information.
All research data and interview transcriptions will be kept in a locked office. Electronic data will be stored in the PI's computer, which is password protected. Any original electronic files will be erased and paper documents shredded, ten years after collection.
Only group data will be included in publication; no individual achievement data will ever be published. Pseudonyms will be used for case study information.

COSTS

There is no cost for to participants in this study.

COMPENSATION:

You will not receive any payment or other compensation for participating in this study.

IF YOU HAVE QUESTIONS OR CONCERNS:

You can ask questions about this research study now or at any time during the study, by talking to the researcher(s) working with you or by calling Erin Paradis, Study Team Member, at (███) ███-████. You may also contact the principal investigator, Dr. Annette Anderson, at (███) ███-████.
If you have questions about your rights as a research participant or feel that you have not been treated fairly, please call the Homewood Institutional Review Board at Johns Hopkins University at (410) 516-6580.

IF YOU ARE HARMED BY PARTICIPATING IN THE STUDY:

There are no anticipated risks to participants in this study.
If you feel that you have been harmed in any way by participating in this study, please call Dr. Annette Anderson, Principal Investigator, at (███) ███-████.
Please also notify the Homewood Institutional Review Board at Johns Hopkins University at (410) 516-6580.
This study does not have any program for compensating or treating you for harm you may suffer as a result of your participation.

SIGNATURES

WHAT YOUR SIGNATURE MEANS:

Your signature below means that you understand the information in this consent form. Your signature also means that you agree to participate in the study.
By signing this consent form, you have not waived any legal rights you otherwise would have as a participant in a research study.

Participant's Signature **Date**

Signature of Person Obtaining Consent (Investigator or HIRB Approved Designee) **Date**

Appendix Z

Participant Consent Form for Control Group

Johns Hopkins University

Homewood Institutional Review Board (HIRB)

Informed Consent Form

Title:	Professionalization of Non-Teaching School Staff
Principal Investigator:	Dr. Annette Anderson
Date:	10/05/15

PURPOSE OF RESEARCH STUDY:

The purpose of this research study is explore the impact of a professional development and evaluation framework for non-teaching school staff on levels of self-efficacy and self-concept. We anticipate that approximately 12 people will participate in this study.

PROCEDURES:

Participants will be asked to complete a brief 15-20 minute electronic (or paper, if needed) survey twice, once at the beginning of the study and once at the end of the study. Participants will also be asked to participate in a voluntary interview that would take 15-20 minutes with the study team member at the end of the study.

RISKS/DISCOMFORTS:

There are minimal risks to participants in this study. Loss of confidentiality is possible, however, any study records that identify participants will be kept confidential to the extent possible by law. All survey responses will be de-identified and coded using numbers. All research data and interview transcriptions will be kept in a locked office. No names or identifying information will be asked during recorded interviews. No identifiable information will be included in any reports of the research published or provided to school administration. Participants of the treatment group incur some burden due to the time committed to attending and participating in workshops and reflection sessions. The facilitators of the workshops will work to schedule a time for these sessions to take place that will not affect the required tasks of the participants within their given work day. The risks associated with participating in the activities of this study are no greater than those encountered in daily life.

BENEFITS:

Participants may benefit as professionals in this study through the learning process and reflection upon their work and role in the organization. Participants will also have the opportunity to provide direct feedback to supervisors to improve the role of Teaching Fellows and their professional growth. Additional benefits of this study may include a greater understanding of professional development and evaluation to support future non-teaching staff members in the organization. The study may benefit school organizations if results lead to a better understanding of the development of non-teaching staff.

VOLUNTARY PARTICIPATION AND RIGHT TO WITHDRAW:

Your participation in this study is entirely voluntary: You choose whether to participate. If you decide not to participate, there are no penalties, and you will not lose any benefits to which you would otherwise be entitled.

If you choose to participate in the study, you can stop your participation at any time, without any penalty or loss of benefits. If you want to withdraw from the study, please contact Erin Paradis at ([redacted]) [redacted]-[redacted] or by email at erin.paradis@VVL Academy.org

If we learn any new information during the study that could affect whether you want to continue participating, we will discuss this information with you.

CIRCUMSTANCES THAT COULD LEAD US TO END YOUR PARTICIPATION:

Under certain circumstances we may decide to end your participation before you have completed the study. Specifically, we may stop your participation if you change positions within the organization and are no longer serving in the role of Teaching Fellow.

There may also be other circumstances that would lead us to end your participation.

ALTERNATIVES TO PARTICIPATION:

Participants in this study may benefit from receiving training via professional development workshops and personal career development through reflection and evaluation sessions. Alternatives to participation may include attendance at external educational workshops through non-profit organizations and/or meeting with supervisors regularly to review performance criteria.

CONFIDENTIALITY:

Any study records that identify you will be kept confidential to the extent possible by law. The records from your participation may be reviewed by people responsible for making sure that research is done properly, including members of the Johns Hopkins University Homewood Institutional Review Board and officials from government agencies such as the National Institutes of Health and the Office for Human Research Protections. (All of these people are required to keep your identity confidential.) Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records.

All surveys will be examined by the Principal Investigator, Study Team Member and research affiliates only (including those entities described above). No identifiable information will be included in any reports of the research published or provided to school administration.

Surveys will be collected in electronic format, or paper format (if needed). Survey data completed electronically will be collected via a password protected Survey Monkey account that belongs to the Study Team Member. In the case that you are unable to complete the surveys electronically, paper copies will be provided. In both electronic and paper format, this data will not include identifiable information. Only participant numbers will be included on these surveys.

Interviews will be audio-recorded for this study and transcribed by the Study Team Member. No names or identifying information will be asked during audio-

recorded interviews. Only the PI and Study Team Member will have access to the audio-recorded information.
All research data and interview transcriptions will be kept in a locked office.
Electronic data will be stored in the PI's computer, which is password protected.
Any original electronic files will be erased and paper documents shredded, ten years after collection.
Only group data will be included in publication; no individual achievement data will ever be published. Pseudonyms will be used for case study information.

COSTS

There is no cost for to participants in this study.

COMPENSATION:

You will not receive any payment or other compensation for participating in this study.

IF YOU HAVE QUESTIONS OR CONCERNS:

You can ask questions about this research study now or at any time during the study, by talking to the researcher(s) working with you or by calling Erin Paradis, Study Team Member, at (███) ██-████. You may also contact the principal investigator, Dr. Annette Anderson, at (███) ██-███.
If you have questions about your rights as a research participant or feel that you have not been treated fairly, please call the Homewood Institutional Review Board at Johns Hopkins University at (410) 516-6580.

IF YOU ARE HARMED BY PARTICIPATING IN THE STUDY:

There are no anticipated risks to participants in this study.
If you feel that you have been harmed in any way by participating in this study, please call Dr. Annette Anderson, Principal Investigator, at (███) ██-████.
Please also notify the Homewood Institutional Review Board at Johns Hopkins University at (410) 516-6580.
This study does not have any program for compensating or treating you for harm you may suffer as a result of your participation.

SIGNATURES

WHAT YOUR SIGNATURE MEANS:

Your signature below means that you understand the information in this consent form. Your signature also means that you agree to participate in the study.
By signing this consent form, you have not waived any legal rights you otherwise would have as a participant in a research study.

Participant's Signature **Date**

Signature of Person Obtaining Consent (Investigator or HIRB Approved Designee) **Date**

Appendix AA

Table 14. Pre-Set Qualitative Code List

The following includes a list of ten initiative codes for qualitative data analysis. The transcribed interviews will first be reviewed using pre-set codes, followed by additional reviews for emergent codes.

Table 14.

Qualitative Data Coding: Interviews with Teaching Fellows

Category	Code
Self-Efficacy	High Confidence
	Problem-Solving
	Stakeholder Relationships
	Handle Challenges
	Job Tasks
Self-Concept	Individual
	Social relationships
	Respect
	High Value
	Connection

Appendix BB

Table 15. Evaluation Summary Matrix

Table 15

Evaluation Summary Matrix

Evaluation Question	Variable	Data Source(s)	Frequency
How does participation in targeted professional learning workshops influence levels of self-efficacy of non-teaching staff in carrying out instructional duties in comparison to a control group that does not engage in targeted professional learning workshops and reflection discussions?	Levels of Self-Efficacy (alt hypothesis expects increase in self-efficacy for treatment group)	Self-Report Surveys; Interviews	2 times for surveys; once prior to treatment and once after treatment is complete 1 time for interviews; post-treatment
How does participation in targeted professional learning workshops influence self-concept of non-teaching staff in comparison to a control group that does not engage in targeted professional learning workshops and reflection discussions?	Self-Concept	Open-ended survey questions; Interview with participants	1 time for interviews; post-treatment
What is the nature of the effects of participation in a professional development program on perceptions of non-teaching staff with regards to inclusion in a school community in comparison to a control group that does not engage in professional learning workshops and discussions?	Self-Concept	Open-ended survey questions; Observations of reflection session discussions for treatment group; Interview with participants	6 times in sessions following PD workshops 1 time for interviews; post-treatment

Appendix CC

Table 16. Demographic Characteristics of Intervention Study Survey Participants

Table 16
Demographic Characteristics of Intervention Study Survey Participants

		Control Group		Treatment Group		TOTAL	
	N=14	N	%	N	%	N	%
Gender	Male	5	62.5	2	33.3	7	50.0
	Female	3	37.5	4	66.7	7	50.0
Race/Ethnicity	White	3	37.5	6	100.0	9	64.3
	Hispanic	4	50.0	0	0	4	28.6
	Black/African-American	0	0	0	0	0	0
	Native American	0	0	0	0	0	0
	Asian-American	0	0	0	0	0	0
	Other	1	12.5	0	0	1	7.1
Length of time worked for organization (prior to study)	0-2 months	0	0	1	16.6	1	7.1
	3-6 months	6	75.0	4	66.7	10	71.4
	7-12months	1	12.5	0	0	1	7.1
	1+ years	1	12.5	1	16.6	2	14.3
	Not specified	0	0	0	0	0	0
Length of time in current position (prior to study)	0-2 months	0	0	1	16.6	1	7.1
	3-6 months	6	75.0	4	66.7	10	71.4
	7-12months	1	12.5	0	0	1	7.1
	1+ years	1	12.5	1	16.6	2	14.3
	Not specified	0	0	0	0	0	0
Years of experience as support staff in education	Less than 1 year	4	50.0	3	50.0	7	50.0
	1-3 years	1	12.5	2	33.3	3	21.4
	4-10 years	2	25.0	1	16.7	3	21.4
	10+ years	1	12.5	0	0	1	7.1
	Not specified	0	0	0	0	0	0
Highest Level of Education Obtained	High School	0	0	0	0	0	0
	Some College	0	0	1	16.7	1	7.1
	Bachelor's Degree	4	50.0	5	83.3	9	64.3
	Master's Degree	4	50.0	0	0	4	28.6
	Other Certification	0	0	0	0	0	0

Appendix DD

Table 17. Demographic Characteristics of Intervention Study Interview Participants

Table 17
Demographic Characteristics of Intervention Study Interview Participants

		Control Group		Treatment Group		TOTAL	
	N=12	N	%	N	%	N	%
Gender	Male	3	50.0	2	33.3	5	41.7
	Female	3	50.0	4	66.7	7	58.3
Race/Ethnicity	White	3	50.0	6	100.0	9	75.0
	Hispanic	2	33.3	0	0	2	16.7
	Black/African-American	0	0	0	0	0	0
	Native American	0	0	0	0	0	0
	Asian-American	0	0	0	0	0	0
	Other	1	16.7	0	0	1	8.3
Length of time worked for organization (after study)	0-2 months	0	0	0	0	0	0
	3-6 months	0	0	1	16.6	1	8.3
	7-12months	5	83.3	4	66.7	9	75.0
	1+ years	1	16.7	1	16.6	2	16.7
	Not specified	0	0	0	0	0	0
Length of time in current position (after study)	0-2 months	0	0	0	0	0	0
	3-6 months	0	0	1	16.6	1	8.3
	7-12months	5	83.3	4	66.7	9	75.0
	1+ years	1	16.7	1	16.6	2	16.7
	Not specified	0	0	0	0	0	0
Years of experience as support staff in education	Less than 1 year	4	66.7	3	50.0	7	50.0
	1-3 years	1	16.6	2	33.3	3	21.4
	4-10 years	1	16.6	1	16.7	2	16.6
	10+ years	0	0	0	0	0	0
	Not specified	0	0	0	0	0	0
Highest Level of Education Obtained	High School	0	0	0	0	0	0
	Some College	0	0	1	16.7	1	8.3
	Bachelor's Degree	4	66.7	5	83.3	9	75.0
	Master's Degree	2	33.3	0	0	2	16.7
	Other Certification	0	0	0	0	0	0

Appendix EE

Table 18. Descriptive Statistics for Teacher-Self Efficacy Instrument – Control Group

Table 18

Summary of Means, Median, Mode, and Standard Deviations for Teacher Self-Efficacy Instrument – Control Group

	Pre-Test				Post-Test			
Score	Mean	Median	Mode	Standard Deviation	Mean	Median	Mode	Standard Deviation
Total TSE Score	177.25	178.50	N/A	1.31	154.88	143.50	N/A	1.56
Decision making	6.19	6.75	7.00	1.39	5.50	6.00	6.00	1.91
School Resources	6.89	7.50	8.00	2.10	6.13	6.50	7.00	1.13
Instruction	5.80	6.22	7.00	1.48	4.47	4.05	4.00	1.59
Discipline	7.04	7.33	8.00	1.63	6.41	6.83	7.00	1.80
Parent Involvement	5.42	5.33	3.00	1.62	4.46	4.33	2.00	2.09
Community Involvement	5.19	5.25	5.00	2.39	4.75	4.12	4.00	3.00
School Climate	5.95	6.12	5.00	1.01	5.73	5.81	7.00	1.04

Appendix FF

Table 19. Descriptive Statistics for Teacher-Self Efficacy Instrument – Treatment Group

Table 19
Summary of Means, Median, Mode, and Standard Deviations for Teacher Self-Efficacy Instrument – Treatment Group

	Pre-Test				Post-Test			
Score	Mean	Median	Mode	Standard Deviation	Mean	Median	Mode	Standard Deviation
Total TSE Score	170.50	163.50	N/A	1.09	181.16	181.00	N/A	0.99
Decision making	6.00	6.24	5.00	1.18	6.42	7.00	6.00	1.28
School Resources	6.67	6.50	5.00	1.86	7.00	7.00	7.00	1.09
Instruction	5.53	5.38	6.00	0.73	5.78	6.05	7.00	1.00
Discipline	7.44	7.67	8.00	0.66	6.78	6.67	7.00	0.75
Parent Involvement	5.89	5.83	6.00	1.64	6.78	7.16	6.00	1.09
Community Involvement	4.58	4.63	6.00	2.10	5.33	5.25	7.00	2.02
School Climate	5.46	5.06	7.00	1.80	5.91	6.00	6.00	1.50

Appendix GG

Table 20. General-Self Efficacy Instrument Descriptive Statistics – Control Group

Table 20

Summary of Means, Median, Mode, and Standard Deviations for General Self-Efficacy Instrument – Control Group

	Pre-Test				Post-Test			
Item	Mean	Median	Mode	Standard Deviation	Mean	Median	Mode	Standard Deviation
1	3.375	3	3	0.518	3.667	4	4	0.516
2	2.875	3	3	0.354	2.833	3	3	0.408
3	3.375	3.5	4	0.744	3.667	4	4	0.516
4	3.750	4	4	0.463	3.333	3	3	0.516
5	3.625	4	4	0.518	3.167	3	3	0.753
6	3.750	4	4	0.463	3.833	4	4	0.408
7	3.625	4	4	0.518	3.167	3	3	0.753
8	3.750	4	4	0.463	3.000	3	3	0.000
9	3.750	4	4	0.463	3.500	3.5	4	0.548
10	3.500	3.5	4	0.535	3.333	3	3	0.516
TOTAL	35.38	36.00	37.00	2.88	34.37	34.00	34.00	2.13

Appendix HH

Table 21. General-Self Efficacy Instrument Descriptive Statistics – Treatment Group

Table 21

Summary of Means, Median, Mode, and Standard Deviations for General Self-Efficacy Instrument – Treatment Group

	Pre-Test				Post-Test			
Item	Mean	Median	Mode	Standard Deviation	Mean	Median	Mode	Standard Deviation
1	3.667	4	4	0.516	3.833	4	4	0.408
2	2.833	3	3	0.408	3.167	3	3	0.753
3	3.667	4	4	0.516	3.667	4	4	0.516
4	3.333	3	3	0.516	3.500	3.5	3	0.548
5	3.167	3	3	0.753	3.333	3	3	0.516
6	3.833	4	4	0.408	3.833	4	4	0.408
7	3.167	3	3	0.753	3.667	4	4	0.516
8	3.000	3	3	0.000	3.500	3.5	4	0.548
9	3.500	3.5	4	0.548	4.000	4	4	0.000
10	3.333	3	3	0.516	3.500	3.5	3	0.548
TOTAL	33.50	33.50	N/A	2.89	36.00	37.00	38.00	2.76

Appendix II

Table 22. Correlation Analysis for Teacher Self-Efficacy Instrument Pre-Test

Table 22.
Correlation Analysis for Teacher Self-Efficacy Instrument Pre-Test

	Decision making	School Resources	Instruction	Discipline	Parent Involvement	Community Involvement	School Climate
Decision making	1.000						
School Resources	0.628	1.000					
Instruction	0.577	0.470	1.000				
Discipline	0.341	0.289	0.718	1.000			
Parent Involvement	0.434	0.701	0.597	0.555	1.000		
Community Involvement	0.211	0.652	0.486	0.334	0.849	1.000	
School Climate	0.564	0.603	0.633	0.465	0.769	0.645	1.000

Appendix JJ

Table 23. Correlation Analysis for Teacher Self-Efficacy Instrument Post-Test

Table 23.

Correlation Analysis for Teacher Self-Efficacy Instrument Post-Test

	Decision making	School Resources	Instruction	Discipline	Parent Involvement	Community Involvement	School Climate
Decision making	1.000						
School Resources	0.425	1.000					
Instruction	0.555	0.657	1.000				
Discipline	0.505	0.251	0.731	1.000			
Parent Involvement	0.650	0.682	0.875	0.555	1.000		
Community Involvement	0.436	0.299	0.731	0.597	0.629	1.000	
School Climate	0.350	0.696	0.769	0.620	0.716	0.675	1.000

Appendix KK

Table 24. Paired Samples T-Test for Teacher Self-Efficacy Instrument

Table 24

Paired Samples T-test – Teacher Self-Efficacy

			Control					Treatment				
			Pre-Test		Post-Test			Pre-Test		Post-Test		
Subscale	α Pre Test	α Post Test	Mean	SD	Mean	SD	Sig.	Mean	SD	Mean	SD	Sig.
Decision making	.645	.660	6.19	1.31	5.50	1.91	.470	6.00	1.18	6.42	1.28	.224
School Resources	.	.	6.89	1.39	6.13	1.13	.433	6.67	1.86	7.00	1.09	.679
Instruction	.896	.937	5.80	2.10	4.47	1.59	.170	5.53	0.73	5.78	1.00	.607
Discipline	.828	.755	7.04	1.48	6.41	1.80	.543	7.44	0.66	6.78	0.75	.119
Parent Involve.	.801	.883	5.42	1.63	4.46	2.09	.411	5.89	1.64	6.78	1.09	.214
Community Involve.	.941	.980	5.19	1.62	4.75	3.00	.782	4.58	2.10	5.33	2.02	.232
School Climate	.876	.870	5.95	2.39	5.73	1.04	.743	5.46	1.80	5.91	1.50	.196

Appendix LL

Table 25. Independent Samples T-Test – Pre-Test

Table 25

Independent Samples T-Test: Pre-Test – Teacher-Self Efficacy

			Control Group		Treatment Group			
Subscale	α Pre Test	α Post Test	Mean	SD	Mean	SD	t(12)	Sig.
Decision making	.645	.660	6.19	1.31	6.00	1.18	.266	.795
School Resources	.	.	6.89	1.39	6.67	1.86	.192	.851
Instruction	.896	.937	5.80	2.10	5.53	0.73	.406	.692
Discipline	.828	.755	7.04	1.48	7.44	0.66	-.565	.583
Parent Involve.	.801	.883	5.42	1.63	5.89	1.64	-.537	.601
Community Involve.	.941	.980	5.19	1.62	4.58	2.10	.492	.631
School Climate	.876	.870	5.95	2.39	5.46	1.80	.658	.523

Appendix MM

Table 26. Independent Samples T-Test – Post-Test

Table 26

Independent Samples T-Test: Post-Test – Teacher Self-Efficacy

			Control Group		Treatment Group			
Subscale	α Pre Test	α Post Test	Mean	SD	Mean	SD	t(12)	Sig.
Decision making	.645	.660	5.50	1.91	6.42	1.28	-1.0	.331
School Resources	.	.	6.13	1.13	7.00	1.09	-1.5	.171
Instruction	.896	.937	4.47	1.59	5.78	1.00	-1.8	.104
Discipline	.828	.755	6.41	1.80	6.78	0.75	-.459	.654
Parent Involve.	.801	.883	4.46	2.09	6.78	1.09	-2.7	.021
Community Involve.	.941	.980	4.75	3.00	5.33	2.02	-.410	.689
School Climate	.876	.870	5.73	1.04	5.91	1.50	-.269	.792

Appendix NN

Table 27. Themes in Pre-Test Survey Open-ended Questions

Table 27

Themes in Pre-Test Survey Open-ended Questions

Survey Item	Code	Control Group	Treatment Group	Category
OE1: What types of professional development activities have you participated in this year?	Summer in-service sessions	3	2	Internal PD: Beginning of Year
	Job-specific training sessions	0	0	Internal PD: Meetings During Year
	Individual training	0	0	Internal PD: Individual Training
	On-the-job training	1	2	Internal PD: On-the-job
	No opportunities	4	2	Lack of PD
	External PD opportunity	0	0	External PD
OE2: If you did participate in professional development, how did it help you? If it was not beneficial, please explain.	Builds organizational knowledge	2	2	Professional Knowledge
	Builds professional skills	0	0	Professional Skill
	Connection to community	0	1	Self-Concept: Connection
	Understanding of students	1	1	Professional Knowledge
	Self-confidence	0	1	Self-Concept: Confidence
	Ease of job transition	1	0	Personal Support
	Not applicable – no PD opportunity	4	2	Lack of PD
OE3: What activities do you feel would support you in your development as a Teaching Fellow?	Increased workshop trainings	3	4	Desire for professional training
	Increase on-the-job training	1	2	Desire for job opportunities
	Specific skill/topic trainings	1	1	Desire for professional training
	Clarify job expectations and responsibilities	2	1	Desire for organizational understanding
	Feedback from supervisors	2	0	Desire for feedback
	Community-building opportunities with teachers	1	2	Desire for increased collaboration/connection
	Uncertain	2	0	Uncertain

Appendix OO

Table 28. Themes in Post-Test Survey Open-ended Questions

Table 28
Themes in Post-Test Survey Open-ended Questions

Survey Item	Code	Control Group	Treatment Group	Category
OE1: What types of professional development activities have you participated in this year?	Summer in-service sessions	3	2	Internal PD: Beginning of Year
	Job-specific training sessions	0	6	Internal PD: Meetings During Year
	Individual training	0	1	Internal PD: Individual Training
	On-the-job training	3	3	Internal PD: On-the-job
	No opportunities	2	0	Lack of PD
	External PD opportunity	0	2	External PD
OE2: If you did participate in professional development, how did it help you? If it was not beneficial, please explain.	Builds organizational knowledge	0	3	Professional Knowledge
	Builds professional skills	2	2	Professional Skill
	Connection to community	0	2	Self-Concept: Connection
	Understanding of students	0	3	Professional Knowledge
	Self-confidence	0	1	Self-Concept: Confidence
	Reflect on strengths/ weaknesses	2	0	Self-Efficacy
	Handling challenges & difficult situations	0	2	Self-Efficacy
	Not applicable, no PD opportunity	4	0	Lack of PD
OE3: What activities do you feel would support you in your development as a Teaching Fellow?	Increased workshop trainings	3	1	Desire for professional training
	Increase on-the-job training	2	1	Desire for professional training
	Specific skill/topic trainings	1	1	Desire for professional training
	Clarify job expectations and responsibilities	2	0	Desire for organizational understanding
	Feedback from supervisors	1	1	Desire for feedback
	Community-building w. teachers	2	1	Desire for increased collaboration/connection
	Assignments related to professional goals	2	1	Desire for job opportunities
	Currently satisfied	0	1	Confidence

Appendix PP

Table 29. Qualitative Data: Interviews with Teaching Fellows

Table 29
Qualitative Data: Interviews with Teaching Fellows

Category	Subcategory	Codes
Self-Efficacy	Confidence Level – Job Responsibilities	High Confidence, Mostly Confident, Low Confidence, Depends on task, Depends on if training was provided
	Confidence Level – Handling Challenges	High Confidence, Mostly Confident, Low Confidence, Importance of work experience
	Description of Role	Uncertainty of purpose, Task-oriented, Student-focus, Problem-Solving, Stakeholder relationships, Support where needed
Self-Concept	Social Relationships	Individual – focused on self, Relationship with students, Relationship with admin, Relationship with teachers, Relationship with peers, School pride
	Value	High Value, Uncertain of how others value/perceive role, Under-valued by others, Lack of respect, High levels of respect, Connection, No voice, Supportive environment
	Unique qualities and attributes	Work ethic, Flexibility, Realistic expectations, Education, Experience, Efficiency, Empathy, Adaptability, Organization, Focus on others, Patient, Willingness to learn, Desire to help, Humor, Academic focus, Maturity, Trust, Teamwork
Professional Development Process	Development Process	No opportunities, Independent pursuit of PD, Need for feedback, Need for formal training, Need to increase connection with other staff, Support of PD offered, PD connection to confidence, Need to start PD earlier in year, Increased sense of community connection
	Future Plans	Desire for professionalization tracks for future career growth, Desire for more PD, Importance of student-focus, Excitement for future, Plans to leave
Connection to Community	Students	Emphasis on relationships with students, Closest connection to the students
	Administration	Lack of connection to admin, Lack of understanding from admin, Strong connection to admin, Strong support from admin
	Teaching Fellows	Strong team dynamic, PD increased connections, Supportive environment
	Teachers	Open collaboration with teachers, Need for more interaction with teachers
	Parents	PD helped with parent communications

Appendix QQ

Table 30. Intervention Study: Themes in Interview Response

Table 30
Intervention Study: Themes in Interview Responses

Interview Item	Control Group Responses	Treatment Group Responses	Category
How would you describe your role within the school?	Task-oriented Student-focus Support where needed	Task-oriented Student-focus Problem-Solving Stakeholder relationships High Value Connection	Self-Efficacy Self-Concept Connection to Community
How do you feel teachers and other staff members regard your professional role within the school?	Uncertain of how others value/perceive role Under-valued by others No voice High Value	High Value Connection Relationship with admin Relationship with teachers Relationship with peers	Self-Concept Connection to Community
How confident do you feel in your ability to achieve assigned tasks?	High Confidence Mostly Confident Depends on task	High Confidence	Self-Efficacy
How confident do you feel in your ability to handle challenges in the work place?	Mostly Confident High Confidence	High Confidence Supportive environment Connection	Self-Efficacy Self-Concept Connection to Community
What unique qualities/attributes do you have that help you to be successful in your position?	Work ethic Experience Efficiency Adaptability	Focus on others Patient Willingness to learn Desire to help Flexibility Experience Empathy	Self-Concept
What are some shared qualities or attributes that you have with other Teaching Fellows that help you to be successful at work?	Flexibility Desire to help Work ethic Humor	Flexibility Teamwork Respect Humor Desire to help Focus on others	Self-Concept

Table 30 (continued)
Intervention Study: Themes in Interview Responses

How has participation in professional development affected your relationship with the school community? If you have not participated in professional development, what types of activities or events help you to feel more included in the work environment?	No opportunities Independent pursuit of PD Need for feedback Need for formal training Need to increase connection with other staff Desire for more PD Lack of connection to admin Lack of understanding from admin Desire for professionalization tracks for future career growth Plans to leave	Support of PD offered PD connection to confidence Need to start PD earlier in year Increased sense of community connection Strong team dynamic PD increased connections Supportive environment High Confidence Need for more interaction with teachers Desire for professionalization tracks for future career growth Excitement for future	PD Process Connection to Community Self-Efficacy

Biography

Erin Noele Paradis has dedicated her professional career to working in public education. Her love of education began at a young age and was fostered by her parents and older sisters, all of whom achieved their doctoral education in different fields. Her work in education began through coaching middle school sports and then led to teaching. She taught theatre arts to high school and middle school students for five years before beginning her work in K-12 administration. Since then, she has held a number of roles as an educational leader and hopes to continue her work to support students, teachers, and non-teaching staff for years to come.

Erin graduated summa cum laude with a Bachelor of Fine Arts degree in Theatre Arts Education and Outreach from the University of Arizona in 2006. She pursued post-baccalaureate studies to earn her teaching certification in secondary education. She then earned her Master of Business Administration from Norwich University in 2012. In 2013, Erin began her doctoral studies at Johns Hopkins University. Her drive for professional development and to improve as a school leader were the reasons for her pursuit of the doctoral degree. As an educational practitioner, her areas of interest are school culture, professional development, innovative instructional strategies, arts integration, community collaboration, and stakeholder alignment. Her research and work often blend elements of leadership, teaching, business, and the arts.

Erin resides in Oro Valley with her husband, Brian. In addition to her work in education, Erin volunteers for various non-profit organizations, participates in local leadership groups, and she is an avid runner. She and her husband also devote time to raise funds for Dana-Farber Cancer Institute to support innovative basic cancer research.